AMHERST COLLEGE

1993-94 CATALOG

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Amherst College

1993-1994 Catalog

DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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College Calendar

1993

September 3, Friday. Freshman Orientation begins.

September 7, Tuesday. First semester classes begin.

September 11, Saturday. Monday classes held.

September 17, Friday. Last day for first semester course changes.

October 9-12, Saturday-Tuesday. Midsemester break.

November 2, Tuesday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

November 20-28, Saturday-Sunday. Thanksgiving recess.

December 14, Tuesday. Last day of first semester classes.

December 18-22, Saturday-Wednesday. First semester examination period.

December 23, Thursday. Winter recess begins.

1994

January 3, Monday. Winter recess ends; beginning of Interterm.

January 23, Sunday. Interterm ends.

January 24, Monday. Second semester classes begin.

February 4, Friday. Last day for second semester course changes.

March 19-27, Saturday-Sunday. Spring recess.

March 25, Friday. Last day for freshmen and first semester transfer students to obtain permission to drop a course without penalty.

May 6, Friday. Last day of second semester classes.

May 9-13, Monday-Friday. Second semester examination period.

May 22, Sunday. Commencement.

I

THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS

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Theodore Lamont Cross, J.D., *Princeton, New Jersey*
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Edward Everett Phillips, LL.B., *Weston, Massachusetts*
George Latimer Shinn, Ph.D., *Morristown, New Jersey*
Thomas Hunt Wyman, A.B., *Southport, Connecticut*
SECRETARY OF THE CORPORATION
Gerald M. Mager, Ph.D., *Amherst, Massachusetts*
ASSISTANT SECRETARY OF THE CORPORATION
Kent William Faerber, LL.B., *Amherst, Massachusetts*

Corporate Name:

THE TRUSTEES OF AMHERST COLLEGE

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Calvin Hastings Plimpton, *President, Emeritus.* A.B. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College, (1986) New York Medical College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

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Symbols beside names indicate: *On leave 1993-94.
†On leave first semester 1993-94.
‡On leave second semester 1993-94.

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Hiroko Kawase, *Visiting Scholar in English*
Michiyo Maruyama, *Visiting Scholar in English*
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COPELAND FELLOWS
Cyprian F. Fisiy
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FACULTY COMMITTEES

Committee of Six. Professors Blight, Cheney, Clark, Dizard, A. Kropf, and Niditch; President Pouncey (*ex officio*); Dean Rosbottom (Secretary, *ex officio*).

Academic Standing. Professors Kushick, Lyons, and Rager; Deans Cary (*ex officio*), Case, Gentile (*ex officio*), Johnson (*ex officio*), Lee, Lieber (Chair), Little, Moss, and Weigel; Mr. Mager (Secretary, *ex officio*).

Admission and Financial Aid. Professors Griffiths, Harms (Chair), Morse, and Velleman; Deans Case (*ex officio*), Lieber (*ex officio*), and Reynolds (Secretary, *ex officio*); Rosa Lee '96, Brian D. Sage '95, Rebecca M. Tatum '95, and one student to be appointed.

Affirmative Action and Personnel Policies. Professors Bumiller, Goldsby, Peterson, and Sinos; Ms. Gardner, Affirmative Action Officer (*ex officio*); Dean Whittingham; Director of Personnel (*ex officio*).

Archives. Professor Pritchard, Messrs. Bridegam (*ex officio*) and Lancaster (*ex officio*), Ms. D'Arienzo (*ex officio*).

Campus Center Advisory Council. Professor K. Sweeney and one faculty member of the College Council.

College Council. Professors Barbezat, Birtwistle (Chair), and Duffy; Deans Boykin-East, Johnson, Lee, and Lieber (*ex officio*); Karl Henri Gauvin '96, Jessica R. Keimowitz '95, Seth B. Reynolds '94, and one student to be elected.

College Housing. Professors Maraniss, Peterson, Staller, and Thurston; Mr. Wingblade (*ex officio*); Director of Personnel (*ex officio*).

Discipline. Professors Czap, Kallick, L. McGeoch, and White; Dean Lieber (Chair, *ex officio*); Aaron C. Davenport '94, Duncan R. Lee III '95E, and two students to be elected.

Educational Policy. Professors Brandes, Dougan, Ewald, Goheen, Hansen, and Nicholson; Eleanor D. Carter '96, Charleton C. Copeland '96, and Shawn Sullivan '94.

Faculty Computer. Professors Call, Rockwell, and Xu; Ms. Steele.

Faculty Grievance. Professors Cox, Hewitt, Levin, Spratlan, and J. Taubman.

Guidance, Counseling and Health Services. Professors Denton and Doran; Deans Lieber (Chair) and Little; Drs. May and vanPelt.

Health and Safety. Professors Duffy and Gooding; Dean Lieber (Chair); Dr. vanPelt; Messrs. Angell, Doubleday, R. Hebert, and Wingblade; Director of Personnel.

Health Professions. Professors S. George (Chair), Jagannathan, A. Kropf, and O'Hara; Dean Cary, Health Professions Advisor.

Honorary Degrees. Professors Benítez-Rojo, A. George, and C. McGeoch.

Introduction to Liberal Studies. Professors Poccia and Tiersky (Chair); Mr. Lobdell.

Lecture and Eastman Fund. Professors Hunter, Kearns (Chair), and Pemberton.

Library. Professors Courtright, Dennerline, and M. Marshall; Mr. Bridegam (*ex officio*); Helen L. Chernikoff '95 and Jeremy L. Peirce '95.

Orientation. Professors Elias and Tawa; Deans Lee, Moss, and Weigel (Chair); three students to be appointed.

Physical Education and Athletics. Professors Demorest and Gooding (Chair); Mses. Bagwell and Everden; Mr. Hixon; Dean Lieber (*ex officio*); Dr. vanPelt (*ex officio*); Matthew C. Collins '94, and one student to be elected.

Priorities and Resources. Professors Caplan, Ratner (Chair), and K. Sweeney; President Pouncey (*ex officio*); Dean Rosbottom (*ex officio*); Mrs. Siegel (Treasurer, *ex officio*); Director of Personnel (*ex officio*); Joshua L. Roffman '96, Jason M. Sobel '95, and one student to be elected.

Research Awards. Professors Gordon, Sandler, and B. Yarbrough.

Security Advisory. Deans Lieber (Chair) and Tuleja; Professor Montague; Messrs. Angell, Wingblade, and Zaniewski; James H. Dickerson '94 and Christopher D. Sullivan '96.

Special Programs. Professors Kanwischer, Silver, and Redding; Dean Lieber (*ex officio*).

Student Fellowships. Professors Brophy, Servos (Chair), Sinos, Villa, and Woglom; Dean Case (Secretary, *ex officio*).

Term Trusteeship, Advisory. Professor Gewertz and one faculty member to be elected.

Five College Representative to the University of Massachusetts Graduate Council. Professor Greenstein.

Administrative and Professional Officers

Peter R. Pouncey, *President of the College.* B.A. (1964), M.A. (1967) Oxford University; Ph.D. (1969) Columbia University; A.M. (hon. 1985) Amherst College; LL.D. (hon. 1986) Williams College; L.H.D. (hon. 1987) Doshisha University; LL.D. (hon. 1989) Wesleyan University; L.H.D. (hon. 1990) Trinity College.

Ronald C. Rosbottom, *Dean of the Faculty.* B.A. (1964) Tulane University; M.A. (1966), Ph.D. (1969) Princeton University; A.M. (hon. 1990) Amherst College.

Ira S. Addes, *Psychiatrist, Counseling Center.* B.A. (1969) Brooklyn College; M.D. (1973) Tufts University of Medicine.

Terry Y. Allen, *Associate Secretary for Public Affairs.* B.A. (1969) University of California at Berkeley.

Stewart C. Angell, *Director of Public Safety.* B.S. (1971), B.S. (1984) Bryant College.

Jack A. Arena, *Coach, Department of Physical Education and Athletics.* A.B. (1983) Amherst College; M.S. (1988) University of Massachusetts at Amherst.

Jacqueline K. Bagwell, *Coach, Department of Physical Education and Athletics.* B.S. (1982) Indiana University.

Leeta Bailey, *Interlibrary Loan/Assistant Reference Librarian.* B.A. (1961) University of Oregon; M.L.I.S. (1986) University of Texas at Austin.

Kalekeni M. Banda, *Coach, Department of Physical Education and Athletics.* B.S. (1975) University of Massachusetts at Amherst.

Jacqueline S. Bearce, *Psychotherapist, Counseling Center.* B.A. (1966) Merrimack College; M.A. (1968), Ed.D. (1981) University of Massachusetts at Amherst.

Jane A. Beebe, *Music Librarian.* B.A. (1977) College of Wooster; M.M. (1980) University of Tennessee; M.S.L.S. (1982) University of North Carolina at Chapel Hill.

Paul N. Billings, *Project Manager, Administrative Computer Center.*

Stephen R. Birrell, *Director of Development.* B.A. (1964) Williams College; M.A.T. (1966) Wesleyan University; M.P.A. (1980) University of New Hampshire.

Charri J. Boykin-East, *Associate Dean of Students and Director of Residential Life.* B.A. (1983) University of Massachusetts at Amherst; M.Ed. (1984) Cambridge College.

Willis E. Bridegam, Jr., *Librarian of the College.* B. Mus. (1957) Eastman School of Music; M.S. (1964) Syracuse University; A.M. (hon. 1985) Amherst College.

David P. Brown, *Assistant Director of Physical Plant for Engineering and Planning.* B.S. (1968), M.S. (1972) Polytechnic Institute of Brooklyn.

Elizabeth Cannon Smith, *Director of Alumni and Parent Programs.* A.B. (1984) Amherst College.

Jane Cary, *Assistant Dean of Students and Associate Director of Career Counseling; Health Professions Advisor.* B.A. (1977) Bates College, M.A. (1981) Columbia University.

Joe Paul Case, *Dean of Financial Aid.* B.A. (1967) Oklahoma City University; B.D. (1970) Yale University Divinity School.

David B. Cernak, *Project Manager, Administrative Computer Center.* B.A. (1965), M.B.A. (1972) American International College.

Mallorie Chernin, *Conductor and Director of the Choral Music Program.* B.Mus. (1976) University of Wisconsin; M.Mus. (1978) Westminster Choir College.

Deene D. Clark, *Associate Director of Career Counseling.* B.A. (1953) Brown University; M.Div. (1961) Harvard Divinity School; M.Ed. (1971) Boston University; D.Min. (1981) Andover-Newton Theological School.

Stephen L. Clark, *Associate Director of Alumni Relations/Reunion Giving.* A.B. (1976) Amherst College; M.F.A. (1979), Ph.D. (1984) Princeton University.

Daria D'Arienzo, *Archivist of the College and Special Collections Coordinator.* B.A. (1976) Boston University; M.A.L.S. (1981) Wesleyan University; M.B.A. (1989) University of Massachusetts at Amherst.

Susan Danly, *Curator of American Art, Mead Art Museum.* B.A. (1971) University of Wisconsin; M.A. (1977), Ph.D. (1983) Brown University.

John C. DeSantis, *Russian Cataloger, Library.* B.A. (1978), M.A. (1979), M.L.S. (1991) University of Toronto.

Ann W. Dibble, *Associate Director of Development for Planned Giving and Bequests.* B.A. (1974) Hollins College, M.A. (1977) Boston University.

Willard M. Dix, *Assistant Dean of Admission.* A.B. (1977) Amherst College; M.A. (1982) Princeton University; M.A. (1989) Northwestern University.

Augustine A. Dominguez, *Associate Dean of Financial Aid.* B.A. (1970) University of California at Los Angeles; M.A. (1972) Indiana University.

Susan H. Edelberg, *Brooks Humanities Librarian.* B.A. (1977) San Jose State University; M.L.S. (1980) University of California at Berkeley.

Suzanne J. Everden, *Coach and Assistant Athletic Director, Department of Physical Education and Athletics.* B.Sc. (1977) Slippery Rock University; M.Ed. (1980) Springfield College.

Kent W. Faerber, *Secretary for Alumni Relations and Development.* A.B. (1963) Amherst College; LL.B. (1966) Harvard University.

Terry M. Fenstad, *Assistant Director of Physical Plant for Operations.* B. Arch. (1966) North Dakota State University; Master's of Urban Planning (1974) Texas A & M University.

Jane Armstrong Foote, *Assistant Director of Alumni Programs.* A.B. (1986) Amherst College.

Ross Fox, *Curator of European Art, Mead Art Museum.* A.B. (1969) Trent University; A.B. (1972) University of Windsor; M.A. (1975) Wayne State University; Ph.D. (1987) University of Missouri.

Judith E. Frant, *Benefits Administrator, Personnel Office.* B.A. (1970) New York University, University College; M.S. (1974) Southern Connecticut State University; M.P.A. (1981) University of Rhode Island.

Katharine L. Fretwell, *Senior Associate Dean of Admission.* A.B. (1981) Amherst College; Ed.M. (1985) Harvard University.

Hermenia T. Gardner, *Affirmative Action Officer.* B.S. (1960) West Chester University; M.Ed. (1963) Boston University; M.S. (1977) Columbia University.

Kathleen A. Gentile, *Associate Dean of Financial Aid.* B.A. (1977) State University of New York at Geneseo; M.S. (1979), Ed.S. (1979) State University of New York at Albany.

Myra E. Gooding, *Assistant Director of Alumni Relations.*

Harrison L. Gregg, *Project Manager, Administrative Computer Center.* A.B. (1964) Harvard College; M.A. (1980) University of Massachusetts at Amherst.

Margaret Groesbeck, *Instruction and Bibliographic Retrieval Librarian.* B.A. (1968) Barnard College; M.S. (1972) Columbia University.

Michael T. Hawkins, *Assistant Dean of Admission.* B.A. (1984) Williams College; M.T.S. (1990) Harvard Divinity School.

Marjorie Hess, *Head of Catalog Section, Library.* A.B. (1962) Smith College; M.L.S. (1973) State University of New York at Geneseo.

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Robert Horowitz, *Staff Physician.* A.B. (1973) Kenyon College; M.D. (1976) New York Medical College.

Michael S. Jewett, *Director, Administrative Computer Center.* B.S. (1967) University of Massachusetts at Amherst.

Jerold D. Johnson, *Director of Campus Center/Student Activities and Assistant Dean of Students.* B.A. (1980) State University of New York at Oswego; M.A. (1982) Indiana University of Pennsylvania.

Stephen A. Judycki, *Assistant Director for Network and Telecommunications.* A.S. (1984) Holyoke Community College; B.S. (1990) Westfield State College.

Ruth Kane-Levit, *Psychotherapist, Counseling Center.* B.S. (1976) Simmons College; M.Ed. (1983) Harvard University; Ph.D. (1989) Adelphi University.

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Elizabeth M. Kelly, *Fine Arts/Circulation Librarian.* B.S. (1982) University of Massachusetts at Amherst; M.L.S. (1983) University of Rhode Island.

Janice L. King, *Director of Dining Services.* B.S. (1977) Purdue University.

Gretchen A. Krull, *Health Educator/Program Coordinator.* B.A. (1971) Wells College; M.Ed. (1987) University of Massachusetts at Amherst.

John Lancaster, *Curator of Special Collections, Library.* B.A. (1964) Williams College; M.S. (1970) Simmons College School of Library Science.

Rebecca Lee, *Associate Dean of Students.* B.A. (1978), M.S. (1979) University of Pennsylvania.

Paullette M. Leukhardt, *Assistant Director, Administrative Computer Center.* B.S. (1976) University of Massachusetts at Amherst.

Benson Lieber, *Dean of Students.* B.A. (1972) Columbia College; M.A. (1974), M.Phil. (1978) Columbia University.

Susan R. Little, *Associate Dean of Students and Director of the Office of Career Counseling.* B.A. (1956) Stetson University.

Meredith K. Lucchesi, *Assistant Dean of Admission.* B.A. (1987), M.Ed. (1991) University of Massachusetts at Amherst.

Gerald M. Mager, *Registrar and Secretary of the Board of Trustees.* A.B. (1965), A.M. (1967), Ph.D. (1972) University of Illinois; A.M. (hon. 1982) Amherst College.

John W. Manly, *Assistant Director, Academic Computer Center/VAX Systems Manager.* A.B. (1965) Amherst College.

Robert R. May, *Psychotherapist and Director of Counseling Center.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University; A.M. (hon. 1981) Amherst College.

Billy T. McBride, *Coach, Department of Physical Education and Athletics.* B.S. (1979) Tennessee State University.

Darien F. S. McFadden, *Brooks Fellow in Psychotherapy.* B.A. (1988) Colgate University.

Denise McGoldrick, *Director of Health Education.* B.A. (1971) Lehman College; M.S. (1977) Hunter College.

James M. McKeon, *Coach, Department of Physical Education and Athletics.* B.A. (1982) Middlebury College.

Elizabeth R. McQuillen, *Risk Manager, Office of the Treasurer.* B.A. (1976) University of Massachusetts at Amherst; M.B.A (1978) Western New England College.

Floyd S. Merritt, *Reference Librarian.* A.B. (1951) Amherst College; B.A. (1953) University of Cambridge; M.A. (1955) Harvard University; M.S. (1965) Simmons College.

Edward J. Mills, *Coach, Department of Physical Education and Athletics.* B.A. (1988) University of Dayton.

Jean D. Moss, *Associate Dean of Students.* M.Ed. (1972) University of Massachusetts at Amherst.

Ronald W. Pinder, L.A.T.,C., *Athletic Trainer.* B.S. (1982) Westfield State College.

John A. Pistel, *Associate Director of Development/Major Gifts.* A.B. (1969) Amherst College; M.A. (1973) Fairfield University.

Lisa A. Raskin, *Acting Dean of the Faculty* (second semester). B.A. (1975) Skidmore College; M.A. (1977), Ph.D. (1979) Princeton University; A.M. (hon. 1991) Amherst College.

Maria Rello, L.A.T.,C., *Athletic Trainer.* B.S. (1989) University of Massachusetts at Amherst.

Jane E. Reynolds, *Dean of Admission.* B.A. (1978) College of the Holy Cross; Ed.M. (1984) Harvard University.

Peter H. Robson, *Coach, Department of Physical Education and Athletics.* B.A. (1981) Trent University, Ontario, Canada.

Martha A. Sandweiss, *Director of Mead Art Museum.* B.A. (1975) Radcliffe College; M.A. (1977), M.Phil. (1981), Ph.D. (1985) Yale University.

Elizabeth P. Sharp, *Assistant Director of Alumni Programs.* B.A. (1989) Mount Holyoke College.

Peter J. Shea, *Comptroller.* B.B.A. (1974), M.B.A. (1979) University of Massachusetts at Amherst.

Susan M. Sheridan, *Head of Technical Services, Library.* B.A. (1973) Douglass College; M.L.S. (1974) Rutgers University; M.P.A. (1984) University of Massachusetts at Amherst.

John Siedlecki, *Head Football Coach, Department of Physical Education and Athletics.* B.A. (1974) Union College.

Sharon G. Siegel, *Treasurer.* B.A. (1972) Gonzaga University; M.S. (1978) University of Massachusetts at Amherst.

Hubbard M. Smith, *Associate Director of Development.*

Susan R. Snively, *Associate Dean of Students/Writing Counselor.* A.B. (1967) Smith College; M.A. (1968), Ph.D. (1976) Boston University.

Peter G. Solomon, *Coach, Department of Physical Education and Athletics.* B.S. (1985) North Carolina State University; M.A. (1993) University of Connecticut.

Betty Steele, *Director of Academic Computer Center.* B.A. (1952) Wayne State University; A.M. (hon. 1982) Amherst College.

Sarah Sutherland, *Assistant to the Dean of Faculty.* B.A. (1972) Skidmore College; M.A. (1973), M.Phil. (1975), Ph.D. (1978) Columbia University.

Charles G. Thompson, *Assistant Director of Dining Services.* A.O.S. (1977) Culinary Institute of America.

Ruth B. Thornton, *Assistant Director of Personnel.*

Paul M. Trumble, *Serials Librarian.* B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Assistant Dean of Students.* B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania.

Ingeborg vanPelt, *Director of Student Health Service.* M.D. (1957) University of Tübingen.

William McC. Vickery, *Assistant Treasurer for Business Administration.* A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Marvin E. Weaver, *Director of Foundation and Corporate Support.* B.A. (1966), M.A. (1968) University of Alabama.

Russell H. Weigel, *Dean of Freshmen.* A.B. (1965) Bowdoin College; M.A. (1967) George Washington University; Ph.D. (1973) University of Colorado; A.M. (hon. 1985) Amherst College.

P. Louise Westhoff, *Assistant Registrar.*

Michael P. Whittingham, *Associate Dean of Admission.* A.B. (1977) Amherst College; M.S. (1982) Millersville University.

Scott H. Willson, *Associate Director of Development/Major Gifts.* B.S. (1959), M.Ed. (1984) Springfield College.

Douglas C. Wilson, *Secretary for Public Affairs.* A.B. (1962) Amherst College; M.A. (1964) The Fletcher School of Law and Diplomacy.

George B. Wingblade, *Director of Physical Plant.* B.S.E. (1973) San Francisco State University; M.Ed. (1987) Cambridge College.

Stanley M. Zieja, L.A.T.,C., *Head Athletic Trainer.* B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Timm M. Zolkos, *Associate Director of Development/Major Gifts.* B.A. (1981) Middlebury College.

RELIGIOUS ADVISORS

The Rev. Norman B. Bolton, M.DIV.
Newman Center, University of Massachusetts
The Rev. Deene D. Clark, D.MIN.
Amherst College
The Rev. James H. Clark, M.DIV.
Grace Episcopal Church
Rabbi Yechiael Lander, M.A.
Smith College Chapel

GRADUATE FELLOWS

Michael S. Adler, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*
Laura L. Atwood, A.B., *Associate in Music.*
Matthew A. Behnke, A.B., *Associate in Music/Choral Assistant.*
Matthew A. Dane, A.B., *Associate in Music.*
Martha M. Ells, A.B., *Edward Hitchcock Fellow in Physical Education.*
Thomas G. Esch, A.B., *Assistant to the Dean of Admission and Mayo-Smith Intern.*
Michael A. Johnson, A.B., *Assistant to the Dean of Admission and Eugene S. Wilson Intern.*
Kirstin E. Thorne, A.B., *Assistant to the Secretary for Public Affairs on the Ives Washburn Grant.*

FIVE COLLEGES INCORPORATED

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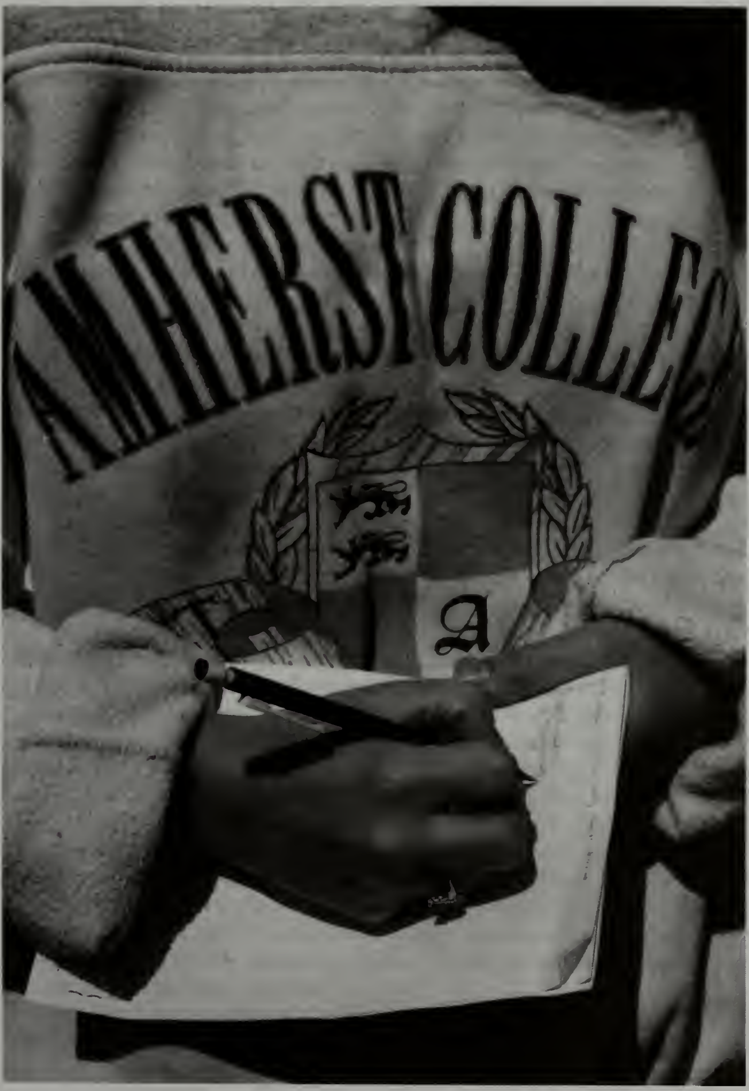
Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Programs.*
Carol A. Angus, M.A.T., *Assistant Coordinator for Information and Publications.*
Elizabeth Loudon, M.F.A., *Assistant Coordinator for Program Planning and Development.*
Ronald C. Rosbottom, Ph.D., *Five College Deputy.*
Jean Stabell, M.A., *Business Manager and Treasurer.*

II

AMHERST COLLEGE


AMHERST COLLEGE

Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,570 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 164 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of 150 to 200 students; about 75 percent of the classes and sections have twenty-five students or fewer.

Amherst has extensive physical resources: a library of approximately 750,000 volumes, science laboratories, a mathematics and computer science building, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 61 for further information.) Also freely available to students are the libraries of each institution. The oldest of the Five College cooperative ventures is the Hampshire Inter-Library Center (HILC). For 25 years the Center maintained a separate collection of research materials. These materials have been dispersed among the five member libraries. The present and continuing emphasis of the Center is on the sharing and enhancement of the total resources and the services of the Five College libraries.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review,* a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 276-286.

Lists and descriptions of Five College programs and courses are printed annually and are available in the Registrar's Office.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 52.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and eleven other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Ray A. Moore or Wako Tawa or Assistant Dean of Students Jane Cary.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in the Federal Republic of Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen for a full academic year. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Amherst applicants should have the equivalent of fourth-semester proficiency in the German language. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Dean Hideo Higuchi of the Institute for Language and Culture at Doshisha University is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by thirteen American liberal arts colleges, has hosted more than 600 American undergraduates for a year of study in Kyoto and has awarded more than forty fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for participation in the AKP are announced early in the fall semester every year. Also, since 1958, a graduating Amherst College Senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst. Amherst also hosts an annual summer program for more than thirty selected Doshisha students under faculty direction who come to the College for intensive English for credit.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located 100 yards from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a unique building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is processed and stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of the Shakespeare Theater at the Folger, which offers a full season of professional plays.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting over 100 public concerts, literary readings, lectures, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's publications, including texts and teaching materials for schools, scholarly monographs, and the *Shakespeare Quarterly*.

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*
Angelo Mancia, B.S., *Assistant Director/Comptroller*
Thomas McCance, Jr., M.A., *Director of Development*
Barbara A. Mowat, Ph.D., *Director of Academic Programs*
Janet A. Griffin, M.A., *Director of Public Programs*

III

ADMISSION

TUITION AND FEES

FINANCIAL AID

Admission

ALTHOUGH admission to Amherst College is highly competitive, there is no rigid formula for gaining admission. We are particularly interested in students with a strong intellectual perspective and curiosity about a broad range of knowledge. We seek applicants from a variety of races, classes, ethnic and economic groups, whose multiple perspectives will contribute significantly to a process of mutual education both in and outside the classroom.

While there is no precise list of secondary school courses required for entrance, we strongly recommend the following as minimal preparation for a liberal arts education at Amherst, with the understanding that content and availability will vary from school to school:

> English—four years; Mathematics—through pre-calculus; three or four years of one Foreign Language; two years of History and Social Science; at least three years of Natural Science, including one year of a Laboratory Science.

We evaluate candidates in terms of both achievement and promise, emphasizing the extent to which the student has taken advantage of educational opportunities presented. The strongest applicants for admission are those who have completed the most rigorous coursework available in their curriculum. Amherst offers financial aid, within the resources of the College at the level of demonstrated need, to all accepted candidates.

All applicants for admission must complete three Achievement Tests administered by the College Board, plus either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). One achievement should be the English Composition Test or the English with Essay. Students whose first language is not English should take the TOEFL exam. Amherst does not accept the Common Application. The application deadline for September 1994 is December 31, 1993. There is no provision for mid-year admission except for transfer candidates. With rare exceptions, degree candidates at Amherst are full-time students.

The Office of Admission is responsible for answering inquiries and providing information for all applicants. For information, publications pertaining to admission, and an application write:

Dean of Admission
Wilson Admission Center, Box 2231
Amherst College
P.O. Box 5000
Amherst, MA 01002-5000

For information on readmission see page 53.

TRANSFERRING TO AMHERST

Each year Amherst admits transfer students, most for enrollment in September and a few for matriculation at the end of January. Respective deadlines are February 1 and November 1.

Since the late 1960s the College has established a strong tradition of admitting community college graduates, veterans and other individuals whose experience in the work world will add a special dimension to student life.

Applicants with backgrounds from academic institutions unlike Amherst are also given special attention. Very few transfers are admitted from private universities and other liberal arts colleges. Candidates from colleges in the vicinity of Amherst who may take courses through Five College cooperative arrangements are not encouraged to seek transfer to Amherst.

Regardless of age or previous academic achievement, successful candidates are those who have unusual curiousity about learning and the motivation needed to thrive as non-traditional students at Amherst. Transfer applicants must present enough credits to earn full sophomore standing and may not graduate from Amherst without two complete years of academic work from the College.

INTERNATIONAL STUDENT ADMISSION

Amherst welcomes applications from students living outside the United States, as well as non-citizens who attend school in this country. All candidates should understand that admission is very competitive and requires exceptional academic credentials. Financial aid for international students is extremely limited. Financial aid for international transfer candidates is reserved for those already attending colleges or universities in the United States.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $45 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $200 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$23,880
Student Activities Fee	200
Residential Life Fee (not required of off-campus residents)	32
Campus Center Program Fee	40
Student Health Insurance (optional)	275
	$24,427

The first semester bill in the amount of $12,151 is mailed to all parents in July and is due and payable on or before August 13, 1993. The second semester bill totaling $12,276.00 is mailed in December and is due and payable on or before January 14, 1994. All College scholarships, Knight Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1993-94 is determined by the Student Allocations Committee. The $200 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $32 Residential Life Fee and a $40 Campus Center Program Fee which are used to promote all campus programs.

The charge of $275 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1993, through August 31, 1994. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Continuing and returning students are also required to pay before March 15, 1994, a non-refundable Advance Tuition Deposit.

Each new student, or former student reentering, is charged a $175 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Knight Tuition Payment Plans, 855 Boylston Street, Boston, Massachusetts 02116-9854.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past twenty-two years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 47.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$9,440
1 day to 2 weeks—80%	7,552
2 weeks to 3 weeks—60%	5,664
3 weeks to 4 weeks—40%	3,776
4 weeks to 5 weeks—20%	1,888
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 1993, the comprehensive charge for tuition, room and board will be $23,880 and yet the education of each student costs the College more than $40,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Stafford Loan, Perkins Loan, Parent Loan for Undergraduate Students, and Supplemental Loans for Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; almost one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), the initial $4,350-$5,050 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the College, students may expect to receive gift aid to cover the balance of their needs. Student loans require no payment of interest or principal before graduation from Amherst. The loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. A recipient of outside scholarship awards may be subject to reductions in the expected loan and, in some cases, scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid, a candidate must submit: (1) an Amherst College Application for Financial Aid, to be completed by the candidate for admission no later than February 1; and (2) a Financial Aid Form, to be completed by the candidate's parents and submitted to the College Scholarship Service no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information.

To apply for federal financial aid, candidates should complete the Free Application for Federal Student Aid (FAFSA) and submit it according to its instructions. About four to six weeks after submitting the FAFSA, the federal government will send a Student Aid Report to the candidate. A copy of all pages of this report should be submitted to the College.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Amherst College Application for Financial Aid and the Financial Aid Form with the College by November 15.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Amherst College Application for Financial Aid by March 1 (November 1 for the spring semester) and the Financial Aid Form by March 15 (November 1 for the spring semester). Transfer candidates must submit a financial aid transcript from each other postsecondary institution attended.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

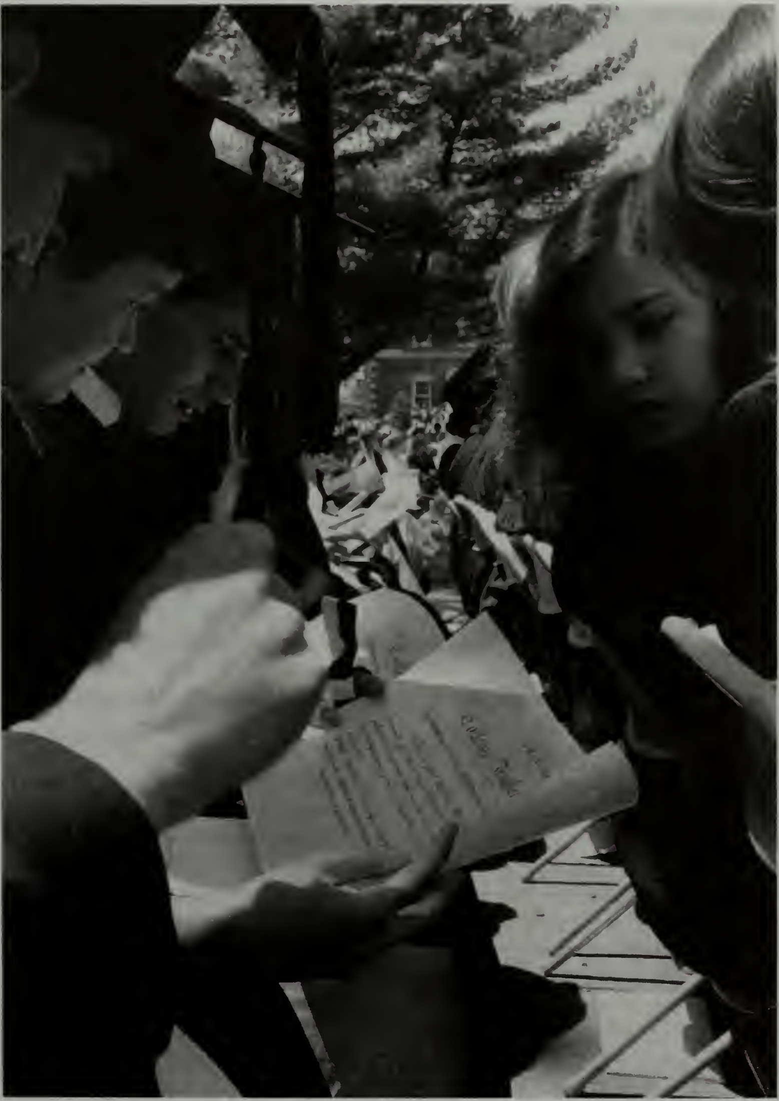
Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College,* is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Box 2207, Amherst College, P.O. Box 5000, Amherst, Mass. 01002-5000.

IV

GENERAL REGULATIONS
DEGREE REQUIREMENTS



General Regulations

TERMS AND VACATIONS

THE COLLEGE year 1993-94 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

> Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook.* The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook.*

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+, A, A–, B+, B, B–
Passing Grades = C+, C, C–, D, Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A– = 12; B+ = 11, B = 10, B– = 9; C+ = 8, C = 7, C– = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Office of Career Counseling and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the Junior year, although Sophomore year educational leaves are permitted. It is expected that students will spend their Senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 54.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 16. Students who may be away from campus for the spring term should notify their dean and advisor before November 1. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 40 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans and pay their $200 non-refundable advance tuition deposits as early as possible, but before March 16. For students planning to return for the spring semester, the letters and the deposits should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus and pay their advance tuition deposits before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 61 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 56.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is

*See Degree Requirements.

usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the assistant dean in charge of housing or their class dean. First year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than thirty-one courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 54.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

Freshmen who experience severe academic difficulty may petition the Dean of Freshmen for permission to drop one course without penalty during their first year. The Dean of Freshmen, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Freshmen.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For Sophomores, Juniors, and Seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1977 and modified in 1982 and 1992, Freshmen are required to take one course in a program called Introduction to Liberal Studies (ILS). Each ILS course is planned and taught by one or more members of the Faculty, from among different disciplines, who develop interdisciplinary approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 1993-94 are described on pages 65-70.

Through the ILS courses, Freshmen are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the Sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and must be declared by the end of the Sophomore year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their Senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Under ordinary circumstances, the proposal will be submitted during the first semester of the Junior year and not under any circumstances later than the eighth week of the second Junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Special Programs, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field

Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria:

(1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN COURSES: INTRODUCTION TO LIBERAL STUDIES

During 1993-94, Faculty members in groups of one or more will teach 14 Introduction to Liberal Studies courses. Every Freshman must take one of these courses during the first semester. They are open only to Amherst College Freshmen.

1. Romanticism and the Enlightenment. Between 1750 and 1850 occurred one of the great cultural revolutions of Western civilization. The civilization of the Enlightenment, or "Age of Reason," began to give way to the very different culture of Romanticism. The influences of the Enlightenment and of Romanticism, as well as their continuing opposition, persist as elements of our present culture. Our politics, economics, and science are largely products of the Enlightenment, while our literature, art, music, and religion show the continuing effects of Romanticism. The course is concerned with investigating this major change in Western culture, in order both to study the process of cultural criticism and cultural change and to assess the mixed effects of the Enlightenment and Romanticism in our cultural heritage. By studying important works exemplary of the transition from the Enlightenment to Romanticism, the course shows how this cultural revolution was expressed in works of literature, social thought, history, painting, and music by major figures such as Franklin, Rousseau, Voltaire, Diderot, Goethe, Mozart, Mary Shelley, Keats, J.-L. David, C.D. Friedrich, and Hoffmann.

First semester. Professors Rogowski and Rosbottom.

2f. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis, and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution within the scientific community as it was conducted in Darwin's time and as it persists to the present day. Among the topics we shall consider are the nineteenth-century conflicts over biological adaptation, heredity, and the age of the earth; and current controversies over altruistic behavior and the tempo of evolutionary change. We shall also treat the impact of Darwinism upon religious and philosophical discourse and upon social and political thought. Here topics will include social Darwinism, sociobiology, and creationism. These subjects will allow us to address such general issues as the nature of scientific theories and the relationship between science and the society in which it exists.

First semester. Professors Lyons, Servos, Silver, and Woglom.

3. Chaos and Fractals in Nature and Art. In the past ten years, the threads of nonlinear dynamics and its progeny, chaos and fractals, have spread across the scientific discipline like a spider's intricate web, with ties to the social sciences, art, music, and literary criticism. In this course we will learn about the science of nonlinear dynamics, chaos, and fractals to explore many broad questions: What is exciting scientifically about these new fields? Do they constitute a revolution in science? How does the development of these fields illustrate the connections between science and technology? Chaos implies a loss of scientific predictability. How does that inform the questions of determinism and free will? To what extent do fractal objects occur in nature or are they a purely human invention? Are "fractal art" and "fractal music" real art and real music? Why have some literary critics seized upon chaos as a new way of understanding the relationship between literature and the reader? We will explore applications of these ideas in mathematics, the natural sciences, psychology, economics, literature and the arts. Readings will range from James Gleick's *Chaos* to Jorge Luis Borge's "The Garden of the Forking Paths." There will be frequent short writing assignments and an individual project at the end of the semester. No science or mathematics prerequisite other than a natural curiosity about the world around us.

First semester. Professor Hilborn.

4f. The HIV/AIDS Pandemic. The medical condition known to the English-speaking world as AIDS (Acquired Immune Deficiency Syndrome) was first identified in 1981. We have learned subsequently that it is caused by a virus called HIV (the Human Immunodeficiency Virus) for which there is no known cure. Experts such as Jonathan Mann, former Director of the World Health Organization Global Programme on AIDS, predict that as many as one hundred and ten million men, women, and children will be infected with HIV worldwide by the year 2000. According to the distinguished scientist Stephan Jay Gould, the spreading HIV/AIDS pandemic is "both a natural phenomenon and, potentially, the greatest natural tragedy in human history." The members of the class will devote the semester to critical thinking about the implications of that statement.

Our enquiry will have four parts. First we will learn the current status of biological and medical knowledge about the disease, as well as about prevention and patient care both here and abroad. Second, we will reconstruct a history of the HIV/AIDS epidemic and compare it with the history of other epidemics since the medieval Black Death. Third, we will study the interaction between AIDS activism, politics, and public policy in the United States with special attention to such issues as gender and sexuality, race and economic status, and the role of the mass media. Finally, we will explore the impact of HIV/AIDS on a range of other societies in Europe, Latin America, Africa, and Asia.

First semester. Professor Bezucha.

5. Human Suffering and the Quest for Meaning. Through seminar discussions and weekly written assignments, the course will analyze a number of texts—ancient and recent and from several cultures—which have sought to understand the nature of human suffering in one or more of its aspects. The readings will be drawn from the following list: Sophocles' *Oedipus Rex;* Plato's *Apology, Euthyphro* and *Symposium;* selections from the *Buddhacarita; Bhagavad Gita; Book of Job; The Gospel According to St. Matthew;* Boethius' *On Consolation;* S. Kierkegaard's *Fear and Trembling;* S. Freud's *Civilization and Its Discontents;* M. Foucault's *Madness and Civilization;* N.O. Brown's *Love's Body;* G. Bernanos' *Diary of a Country Priest;* M. Angelou's *I Know Why the Caged Bird Sings.*

First semester. Professor Pemberton.

6f. Memory. What is memory? Most people think they know. But why do we remember some things more accurately and vividly than others? Why are we sometimes wrong? Is there a difference between forgetting and failing to recall? How is memory defined by those who study it through scientific experiment? How are brain structures involved in memory?

How does the fallibility of memory affect the efforts of historians to write about the past? Do they, for instance, make allowances for what was already forgotten before some past experience was recorded? How valid are historians' claims to serve as the memory of society?

What roles does memory play in the creative work of artists? Is it simply "raw material" for them? If they take liberties with what they remember, can they still "write truly"? What do they gain or lose by altering "the truth"?

In writing autobiography, is the author chiefly a historian, or an artist, or something else, perhaps a witness? If you were writing an autobiography, how would you use the welter of remembered matter or confront the fact that you have forgotton many things? What would you censor out, and why?

The course draws on a wide variety of scholarly and creative work to let students respond to such questions, and raise others, in a series of essays, experiments, and practicums. The course ends with a reading of Vladimir Nabokov's *Speak, Memory: An Autobiography Revisited* and a chance for students to reflect on autobiographical writing of their own.

First semester. Professors Blight, Czap, and Olver, and Dean Snively.

7. The Imagined Landscape. This course will study the relationships between images of the land and its physical presence in human society. We suggest that larger issues of perception, understanding and self-image lie behind today's ecological movements and we shall approach contemporary concerns about the environment by considering attitudes and ideologies towards the Earth during other historical periods and in other cultures. Using critical and analytical tools from literature, art, and the social sciences, we ask about the myths that underlie perceptions of the land in a range of societies, including some that live quite close to the Earth's own rhythms; some that assert the primary role of human beings in shaping the landscape; and some in which the natural world appears threatened by human culture and technology. We insistently question the relationship between the "real" landscape and the human imagination, as we examine paintings, poems, photographs and films; and as we read selected literary, anthropological, sociological, and historical texts.

Students will keep journals throughout the course, and write several short essays. Towards the end of the semester they will be asked to work together on projects studying current environmental issues. These projects will require them to produce final papers in which they endeavor to make conscious their own unconscious imagery about their inherited environment.

First semester. Professors Schmalz and Upton, and Lecturer Looker.

8f. Mind. The seventeenth-century French philosopher René Descartes argued that the only matter about which he could be sure was that he was a "thinking thing." He also proposed that mind and body are separate entities; the former "something extremely rare like a wind, a flame or an ether," and the latter purely mechanical. Since Descartes' time the questions he raised have remained open to active debate. We continue to question the grounds upon which we can claim to know anything. Is there an "objective truth" which can be apprehended, or is "knowledge" indistinguishable from "mere belief"? In regard to the mind-body question, modern neuroscience has vastly extended our respect for the capabilities of the brain, yet a purely mechanistic view of the person raises as many questions as it answers. What of free will, responsibility and morality if all our experiences and behaviors are caused by electro-chemical processes within the brain?

In this seminar answers to these and other questions about the nature of mind are sought within readings from philosophy and psychology. But the course's principle concern is less to arrive at a general theory of mind than it is to engage in the process of questioning beliefs, especially large systems of beliefs of the kind that are unavoidably involved in any sustained and responsible reflection on the nature of mind.

First semester. Professors S. George and Sorenson.

9. Conflict and Culture. Recent tension between the U.S. and Asian countries over trade and other economic issues raises anew broad historical questions about cultural differences and stages of political and economic development that have fascinated American and Asian observers since the late nineteenth century. American diplomats, soldiers, educators and missionaries have tried to understand according to their own theories of historical development the peoples of Asia and other non-Western areas. Such efforts have not noticeably succeeded in reducing tension and avoiding conflict. To what extent are cultural and religious differences to blame for political and economic conflict? What ideas, institutions and circumstances seem most helpful in achieving a peaceful and prosperous world? This course will explore these issues by concentrating on relations between the U.S. and Japan since the nineteenth century. Special attention will be given to the lives and works of leaders, including several graduates of Amherst College, of cultural exchange in the fields of education and religion. Students will be expected to study in depth an individual

American or Japanese who was deeply involved in cultural interaction between the two nations during the past century.

First semester. Professor R. Moore.

10f. Nationalism in the Post-Cold War World. This course will seek to achieve historical and theoretical perspective upon the growing assertiveness of national identities in the post-Cold War World. Specifically we shall compare the current expressions of nationalism with the expressions of nationalism in those recent historical periods in which the ideas of universalism were (temporarily) defeated. We shall also reflect on the interaction between ideas of nationalism and ideas that express the oneness of mankind, such as liberalism and Marxism. What makes nationalism periodically dominate social consciousness? What are the psychological roots of nationalism? Must nationalism always be expressed in the realm of politics rather than in the realm of culture? Is nationalism a normal phenomenon or is it essentially a sign of intensified social disorientation? These questions and others will be pursued through the analysis of historical phenomena such as national conflicts in the Austro-Hungarian Empire and the rise of Nazism, and contemporary issues such as the Arab-Israeli conflict, national tensions in Europe, and the multicultural debate in the United States.

First semester. Professors Babb, Dennerline, Dizard, Levin, and W. Taubman.

11. Weimar and Nazi Germany. An examination of Germany's tortured and ultimately futile experiment with representative democracy in the years following World War I and of the single-party dictatorship that ensued. A guiding impulse of the course will be a search for the reality of living and working in Germany in the period 1919-1939, as compared to legends that have arisen about the "Golden Twenties" and monolithic Nazi repression. In addition to historical documents from the period, we will examine works of literature, art, music, and film, as well as post-World War II interpretations and controversies surrounding modern Germany's problematical historical legacy.

Frequent short papers and one longer paper on topics that emerge from readings, viewings, and class discussion.

First semester. Professor White.

12f. Worlds of Music. Using rock'n'roll and other familiar American popular music genres as touchstones, we shall explore the role of music and musicians in societies throughout the world. What does music really express and why is it an important element of culture? Is MTV an exciting new art form or glorified hype? What is a sound machine? Is there a relationship between an Aborigine ritual, a Renaissance Mass, and a Grateful Dead concert? Who are musicians and how do they function within (or against) society? How does music reflect its moment in time or geographical setting? What does a Japanese gagaku orchestra, a Balinese gamelan, and a jazz band have in common? What does improvisation mean in Kansas City or Bombay? Why did Hitler, Stalin, and the House UnAmerican Activities Committee consider music dangerous? What is sung about where? Can something as intangible as music truly change the world?

Through the application of critical thought to readings, music (live and recorded), and film, we shall attempt to answer these and other questions which spiral out from the worlds of music.

First semester. Professor Reck.

13. Incipit vita nova: The Implications of Origins. Why does western culture seek to understand or to articulate beginnings? What cultural significance is to be attached to a given representation of a beginning? This course will study texts that purport to describe cosmic, natural, historical, political, or personal origins. In addition, the course will investigate the cultural implications of the desire to seek or establish origins. Readings will be drawn from Plato, the Bible, Bernardus Silvestris, "historical" Romance, Dante, Montaigne, Galileo, Michelangelo, Rousseau, Jefferson, Darwin, Freud, and Sartre.

First semester. Professor Rockwell.

14f. History of Printmaking. This course will trace the chronological development of printmaking from its origins c. 1450 to the present, examining innovations by major figures like Durer, Mantegna, Rembrandt, Goya, Degas, Picasso, and Jasper Johns. The primary focus is on the historical relationship of print processes to artistic goals, e.g., the creation of a graphic language of plasticity, light, space, and materiality that both rivals and emulates painting, sculpture, and drawing. Some important questions are: what prompted technical innovations, how did they transform through time, how did they assume different meanings, what are formal characteristics that are unique to prints, and in what ways are prints an independent medium? We will also examine the functions prints served in a variety of societies and how printmakers manipulated techniques and styles to serve intellectual, religious, and political goals. A number of classes will be spent looking at original prints in local collections.

First semester. Professors Courtright and Kanwischer.

AMERICAN STUDIES

Professors Clark, Couvares*, Dizard, Guttmann, Hawkins*, and Levin; Associate Professor K. Sweeney (Chair); Adjunct Associate Professor Sandweiss; Assistant Professor Sánchez-Eppler; Visiting Assistant Professor Woeste.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and African-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the Junior Seminar, and, in the Senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience.

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*On leave 1993-94.

The student will also take seven other courses about American culture and society selected from various disciplines. At least three, but not more than four of these courses, should be in one department. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. The American West. This course considers selectively the history and culture of the American West from the time of early European exploration through the mid-twentieth century, examining the particular experience of this region and its role in national life. Through the study of original literary, historical and visual documents, the course will investigate such themes as the West as a meeting ground for different cultures; settlement of the region by migrants from elsewhere in North America, Europe and Asia; the role of the federal government in economic development and resource management; and the West in popular imagery and legend.

[This is the second year of the topic.] First semester. The Department.

12. The Thirties. A study of the political, economic, social, and cultural responses to the Great Depression and the crisis of American capitalism. Considerable attention will be given not only to Franklin Roosevelt and the New Deal but also to the nation's move from isolationism in foreign policy to active involvement in a world war. Another major focus of the course will be the variety of artistic expression represented by Hollywood films (e.g., *My Man Godfrey* and *King Kong*), by photographers (e.g., Dorothea Lange and Walker Evans), by painters (e.g., Grant Wood and Ben Shahn), and by novelists (e.g., William Faulkner and Richard Wright).

[This is the first year of the topic.] Second semester. The Department.

68. Seminar in American Civilization. This course is designed to serve two related purposes. The first half of the semester will be devoted to an examination of the question of American nationalism historically, comparatively and theoretically. Among the issues we will consider are immigration, ethnicity and Americanization; race, multiculturalism and American national identity; and a comparison between American nationalism and other forms of nationalism. The second half of the course provides students the opportunity to propose, research, and write an extended essay in preparation for the senior essay.

Second semester. Professor Levin.

77, 78. Senior Honors.

97, 98. Special Topics.

RELATED COURSES

Colonial North America. See History 28.
Second semester. Professor Sweeney.

The Era of the American Revolution. See History 29s.
Second semester. Omitted 1993-94. Professor Sweeney.

Early American Material Culture, 1600-1850. See History 30f.
First semester. Omitted 1993-94. Professor Sweeney.

Native American Histories. See History 31.
First semester. Professor Sweeney.

The Civil War and Reconstruction Era. See History 35 (also Black Studies 59).
First semester. Professor Blight.

Research Seminar: "Race and Reunion: The Memory of the Civil War." See History 36 (also Black Studies 84).

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. Second semester. Professor Blight.

American Diplomatic History I. See History 39s.
Second semester. Professor Levin.

American Diplomatic History II. See History 40.
Second semester. Omitted 1993-94. Professor Levin.

American Diplomatic History III. See History 41s.
Second semester. Omitted 1993-94. Professor Levin.

Nineteenth-Century America. See History 42f.
First semester. Omitted 1993-94. Professor Couvares.

The Rise of Mass Culture. See History 44.
Limited to 40 students. Second semester. Omitted 1993-94. Professor Couvares.

Research Seminar in American Social and Intellectual History. See History 46.
Second semester. Omitted 1993-94. Professor Hawkins.

Twentieth-Century America. See History 47s.
Second semester. Omitted 1993-94. Professor Hawkins.

The Culture of Imperialism in America. See History 48f.
First semester. Professor Renda.

Science and Society in Modern America. See History 87s.
Second semester. Professor Servos.

Women and Gender in America: The Twentieth Century. See History 94f (also Women's and Gender Studies 49).

First semester. Professor Renda.

Modern Satiric Fiction. See English 47.
Limited to 50 students. First semester. Omitted 1993-94. Professor Pritchard.

Native American Expressive Traditions. See English 60.
Not open to Freshmen except with consent of the instructor. Second semester. Professor O'Connell.

Studies in American Literature. See English 61s.
Not open to Freshmen. Second semester. Professor O'Connell.

Studies in Nineteenth-Century American Literature. See English 62f.

1. AMERICAN LITERATURE IN THE AGE OF DEMOCRACY. See English 62f, topic 1. First semester. Professor O'Connell.

2. WRITING AND REFORM. Second semester. Omitted 1993-94. Professor Sánchez-Eppler.

3. LEAVING THEIR FATHERS' HOUSES. First semester. Omitted 1993-94. Lecturer von Schmidt.

American Renaissance. See English 63.
Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

Realism and Modernism. See English 64f.
First semester. Omitted 1993-94. Professor Townsend.

African-American Literature: A Survey. See English 65.
First semester. Professor O'Connell.

Major African-American Authors. See English 66.
Second semester. Omitted 1993-94.

Literature of the Civil Rights Movement. See English 67s.
Second semester. Professor Townsend.

Jewish Writers in America. See English 68.
Not open to Freshmen. Limited to 20 students. Second semester. Professor Guttmann.

American Men's Lives. See English 69s.
Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

Twentieth-Century American Poetry. See English 70.
Second semester. Omitted 1993-94. Professor Sofield.

Readings in American Literature. See English 71.
First semester. Professor Sánchez-Eppler.

Oral Traditions, Literature, and Culture. See English 72f.
Not open to Freshmen except with consent of the instructor. Limited to 35 students. English 61 or 74 recommended. First semester. Omitted 1993-94. Professor O'Connell.

"This New Yet Unapproachable America": Contemporary Literature by Asian-Americans and Latinos. See English 73s.
Not open to Freshmen. English 61 recommended. Second semester. Omitted 1993-94. Professor O'Connell.

Democracy, Culture and the Media. See English 74.
Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to 35 students. Second semester. Omitted 1993-94. Professor O'Connell.

Seminar in English Studies. See English 75 and 75s.

HYSTERIA AND AMERICA: STORIES AND HISTORY. See English 75, Section 2. First semester. Professor Sánchez-Eppler.

THE JAMES FAMILY. See English 75, Section 3. First semester. Professor Townsend.

CREATING A SELF: BLACK WOMEN'S TESTIMONY, MEMOIRS, AND AUTOBIOGRAPHIES. See English 75, Section 4. First semester. Professor Rushing.

THE AMERICAN LONGER POEM. See English 75s, Section 4. Second semester. Professor Sofield.

AMERICAN SHAKESPEARE PARODY. See English 75s, Section 5. Not open to Freshmen. Second semester. Professor Katz.

Studies in Classic American Film. See English 80f.
Recommended: English 16 or another film course. First semester. Omitted 1993-94. Professor Cameron.

***Film Noir* and the Art of Hollywood Film.** See English 81.
First semester. Professor Cody.

Contemporary American Film. See English 82.
Not open to Freshmen. Second semester. Omitted 1993-94. Professor Cameron.

American Art and Architecture, 1600-Present. See Fine Arts 54.
Second semester. Professor Clark.

American Painting 1860-1940. See Fine Arts 57.
Requisite: Fine Arts 11 or 54, or consent of the instructor. First semester. Omitted 1993-94. Professor Clark.

American Art in the Mead Art Museum. See Fine Arts 92, Section 2.
Requisite: Fine Arts 11 or 57, or consent of the instructor. Limited to 12 students. Second semester. Professor Clark.

American Social Structure. See Sociology 20.
Second semester. Professor Himmelstein.

The Family. See Sociology 21s.
Second semester. Omitted 1993-94. Professor Dizard.

Sociology of Mass Media. See Sociology 23.
First semester. Omitted 1993-94. Professor Lembo.

State and Society. See Sociology 24f.
First semester. Professor Himmelstein.

The Sociology of Culture. See Sociology 29s.
Second semester. Omitted 1993-94. Professor Lembo.

Social Movements and Collective Behavior. See Sociology 32.
Second semester. Professor Himmelstein.

Sport and Society. See Sociology 44.
Second semester. Omitted 1993-94. Professor Guttmann.

The Social Experience in Mass Culture. See Sociology 48.
Limited to 15 students. Second semester. Omitted 1993-94. Professor Lembo.

Bringing It All Back Home: The Anthropology of the Contemporary United States. See Anthropology 38.
Second semester. Omitted 1993-94.

Short Stories from the Black World. See Black Studies 23.
First semester. Omitted 1993-94. Professor Rushing.

Images of Black Women in Black Literature. See Black Studies 24.
Second semester. Omitted 1993-94. Professor Rushing.

Introduction to African-American Music and Musicians. See Black Studies 50.
Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

African-American Religious History. See Black Studies 52.
Second semester. Omitted 1993-94. Professor Wills.

Introduction to African-American Poetry. See Black Studies 54.
Preference will be given to students who have taken Black Studies 11. Second semester. Omitted 1993-94. Professor Rushing.

African-American History from the Slave Trade to Reconstruction. See Black Studies 57 (also History 33).
First semester. Omitted 1993-94.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 34).
Second semester. Professor Blight.

Crummell and DuBois. See Black Studies 74.
Requisite: One course in Black Studies. Admission with consent of the instructor. Limited to 20 students. Second semester. Omitted 1993-94. Professor Gooding-Williams.

Industrial Organization. See Economics 24f.
Requisite: Economics 11. First semester. Professor Beals.

The Economic History of the United States. See Economics 28.
Requisite: Economics 11. Second semester. Professor Barbezat.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 18f (also Political Science 18f).
First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 23.
First semester. Professor Douglas.

Property, Liberty and Law. See Law, Jurisprudence and Social Thought 24.
Second semester. Omitted 1993-94.

Justice and Injustice in Law and Legal Theory. See Law, Jurisprudence and Social Thought 27.
First semester. Professor Kearns.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28.
Second semester. Professor Umphrey.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.
Second semester. Professor Sarat.

Law's History. See Law, Jurisprudence and Social Thought 43.
First semester. Omitted 1993-94. Professor Umphrey.

American Government. See Political Science 21s.
Second semester. Omitted 1993-94. Professor Dumm.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

Congressional Politics. See Political Science 29s.
Second semester. Omitted 1993-94. Professor Dumm.

Re-Imagining Law: Feminist Interpretations. See Political Science 39s (also Law, Jurisprudence and Social Thought 39s).
Second semester. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1993-94. Professor Arkes.

Seminar in Constitutional Law: The American Founding. See Political Science 58f.
Admission with consent of the instructor. Limited enrollment. First semester. Professor Arkes.

Power and Representation in American Politics. See Political Science 65.
Admission with consent of the instructor. First semester. Omitted 1993-94. Professor Dumm.

Studies in Statesmanship: Abraham Lincoln. See Political Science 67s.
Admission with consent of the instructor. Limited enrollment. Requisite: One or more of the following—Political Science 23s, 41, 42, 18 or 49. Second semester. Professor Arkes.

Religion in the Atlantic World, 1450-1808. See Religion 32f.
First semester. Omitted 1993-94. Professor Wills.

American Religious History I. See Religion 33.
First semester. Omitted 1993-94. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1993-94. Professor Wills.

Religion and Politics in the United States. See Religion 36f.
First semester. Omitted 1993-94. Professor Wills.

Topics in Feminist Theories I: Practices of Race and Gender Resistance. See Women's and Gender Studies 23.
First semester. Professor Bumiller.

Topics in Feminist Theories II: Identifying Bodies. See Women's and Gender Studies 24f.

Not open to Freshmen. Limited to 20 students. First semester. Omitted 1993-94. Professor Barale.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard, and Gewertz; Associate Professors Goheen‡ (Chair, first semester) and Himmelstein (Chair, second semester); Assistant Professor Lembo†; Five College Assistant Professor Mirsepassi.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology tends to focus on preindustrial peoples and sociology on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11, 12, and 23, and at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with honors will include Sociology 77 and 78 in addition to the other major requirements.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Gewertz.

21s. Indian Civilization: Traditional India. A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

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†On leave first semester 1993-94.

‡On leave second semester 1993-94.

Second semester. Professor Babb.

23. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to Freshmen. First semester. Professor Babb.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Omitted 1993-94. Professor Goheen.

31s. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Not open to Freshmen. Second semester. Professor Babb.

32. Topics in Contemporary Anthropology. This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. Students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to 20 students. Second semester. Professor Gewertz.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. First semester. Professor Gewertz.

38. Bringing It All Back Home: The Anthropology of the Contemporary United States. Anthropologists are increasingly recognizing the epistemological and political difficulties of regarding non-Western peoples as "others"—as objects for social scientific consumption. Some have responded by focusing attention on their own sociocultural circumstances. This course will examine both the theoretical basis of the anthropological turn from "exotic" fieldwork and the results of the new research about the United States. Topics to be discussed will include: belonging in the suburbs, gender and race at college, rituals of aging, the handicapped as cultural scapegoats, the American West as context and metaphor, Native American forms of creativity and resistance.

Second semester. Omitted 1993-94.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

First semester. Professor Gewertz.

42f. The Crisis of the State in Africa. The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. First semester. Omitted 1993-94. Professors Goheen and Redding.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

First semester. Professor Goheen.

46. African Systems of Belief and Knowledge in Historical Perspective. This course will study the demarcations and contrasts made between magic, science and religion by various theorists (such as Tylor and Frazer, Durkheim and Levy-Bruhl, Mauss, Evans-Pritchard, Levi-Strauss, Horton and others) as applied to indigenous African concepts of power and belief. African notions of cause and effect, the proper relationship of the individual to society, and the religious and magical foundations of social structures will be examined.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1993-94. Professors Goheen and Redding.

77, 78. Senior Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Perspectives on Asia. See Asian 11s.
Second semester. Professors Dennerline and Reck.

Language: Its Structure and Use. See Asian 34.
Limited to 20 students. Second semester. Omitted 1993-94. Professor Tawa.

The Evolutionary Biology of Human Behavior. See Biology 14f.
First semester. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun and Resident Artist Lobdell.

African-American Religious History. See Black Studies 52.
Second semester. Omitted 1993-94. Professor Wills.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.
First semester. Professor Dizard.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."
First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Lembo.

20. American Social Structure. This course begins by examining some of the basic features and master trends of American society, paying attention in particular to the corporate capitalist economy, the quasi-welfare state, the modern family, and the individualist culture. It also attempts to develop a way of thinking about human beings as actors in a social context that avoids simplistic notions of either free will or social determinism. Within this framework, the course then examines a specific topic of contemporary importance.

Second semester. Professor Himmelstein.

21s. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Omitted 1993-94. Professor Dizard.

23. Sociology of Mass Media. This course asks fundamental questions about the sources of the mass media, their purposes and functions, their assumptions, how decisions are made in them, and why they "work." The premise is that these are social institutions with histories. We will examine the social and cultural context in which current news and entertainment systems have developed, paying particular attention to the rise of mass society. We will also examine the mass media as social institutions, focusing on who owns and controls media organizations, the unwritten rules and assumptions by which they operate, and how they function in a corporate marketplace. We will emphasize how mass media organizations construct meanings and analyze the form and content of media imagery in film, news, television entertainment, and popular music. The focus will be on the United States, but we will look also at other societies for comparison.

First semester. Omitted 1993-94. Professor Lembo.

24f. State and Society. This course examines the central issue of political sociology, the relationship between social power and political authority. After defining some basic terms (power, authority, the state) and looking at some of the central themes of political sociology, we shall focus on one issue that has been central to the field, the political role of business in a democratic capitalist society. We shall examine the arguments around such issues as who controls the corporation, whether or not capitalists constitute a ruling class, and how this ruling class (if such it is) rules. We shall then analyze the history of business as a political actor in American politics, paying special attention to two historical periods, the New Deal and the Reagan years.

First semester. Professor Himmelstein.

27. Imagining the Middle East. In recent times, no other region of the post-colonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? To what extent have these images distorted their understanding of the region? What are some of the social and cultural processes that have shaped the way in which American society has approached the problem of social difference? This course is designed to sensitize students as to issues of orientalism, ethnocentrism, and eurocentrism in academic studies on the Middle East and in popular images. At the same time, as the ethnocentric images of the Middle East are not confined to those of "Western ideologies," the second part of the course will examine nationalistic and religious reactions to the Western portrait of the Middle East.

First semester. Five College Professor Mirsepassi.

29s. The Sociology of Culture. This course will examine modernist categories of cultural practice and representation as responses to the rationalization of social life in industrial capitalism. Throughout the course, we will compare and contrast traditional, modernist, and postmodernist conceptions of culture. In looking at the modernist conception of "high" culture, we will focus on avant-garde movements in the visual arts and in literature. In examining "popular" culture, our focus will be on Afro-American musical traditions, as well as elements of feminist and working-class culture. In the final segment of the course, we will take up the issue of mass culture and consider whether or not it involves an irreversible break with modernist categories. Selected cultural artifacts in painting, literature, photography, film, popular music, and television will be examined.

Second semester. Omitted 1993-94. Professor Lembo.

32. Social Movements and Collective Behavior. Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories first briefly to the civil rights movement and then at greater length to feminist and anti-feminist movements in the United States since the 1960s.

Second semester. Professor Himmelstein.

33s. The Social Construction of the Self. This course brings together the conceptual schemes of symbolic interactionism, the object relations school of psychoanalysis, and cognitive psychology to explore how a sense of self develops in social life. Topics include the conscious and unconscious dimensions of motivation, the role of repression and choice at different stages in the development of a person's psychic structure, personal identity as a social process, the symbolic basis of communication, and social control versus autonomy in the process of socialization.

Second semester. Professor Lembo.

39s. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 1993-94. Professor Dizard.

42. Religion, Culture, and Social Change in the Middle East. Sociological analysis of cultural accommodation to social change in the Middle East. Relationships between socioeconomic modernization, secularism, and Islamic politics will be explored through a comparative study of Egypt, Turkey, and Iran. Two class meetings per week.

Second semester. Omitted 1993-94. Five College Professor Mirsepassi.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Omitted 1993-94. Professor Guttmann.

46. The Social Construction of Human Fertility. Every society distinctively shapes its members' attitudes toward fertility. In some societies, people are encouraged to "go forth and multiply." In others, people are strenuously enjoined from having more than one child per couple. In this course we will examine the attempts to regulate fertility, seeing them as one of the key ways that society shapes relations between men and women as well as providing a crucial link between individual behavior and social structure. In addition to examining the ways fertility is controlled, we shall also consider the circumstances that produce dramatic shifts in the meaning of birth rates. Readings will include classical political economists, most notably Malthus, demographic projections, discussions of the "population explosion," and analysis of the relationships between population growth, resource use, and social dynamics.

Second semester. Professor Dizard.

48. The Social Experience in Mass Culture. This seminar focuses on the interpretive process in media use. We will review theories that argue that the media powerfully influence both individuals' senses of self and broader patterns of cultural meaning. We will then examine research that has attempted to study systematically the actual context in which people use the media to ground empirically claims about the media's power. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape peoples' selves and their common-sense understanding; the forms of power that are most influential; the conditions in which that power is deflected, opposed, or transformed by people; and the capacities of self and forms of culture that are most influential in opposing the power of the media. Students will be required to do a research project on actual media use.

Limited to 15 students. Second semester. Omitted 1993-94. Professor Lembo.

77, 78. Senior Honors.

97, H97. 98, H98. Special Topics.

RELATED COURSES

Topics in Feminist Theories I: Practices of Race and Gender Resistance. See Women's and Gender Studies 23.

First semester. Professor Bumiller.

Topics in Feminist Theories II: Identifying Bodies. See Women's and Gender Studies 24f.

Not open to Freshmen. Limited to 20 students. First semester. Omitted 1993-94. Professor Barale.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb, Dennerline (Chair), R. Moore, Petropulos, and Reck; Assistant Professors Lan*, Solt*, and Tawa; Five College Senior Lecturer Jiyad; Lecturer Ito; Visiting Lecturer Fu; Teaching Associates Harago, Miyama, and Shen.

Affiliated Faculty: Associate Professors Basu and Morse; Assistant Professors Elias and Gyatso‡.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses, exclusive of first-year language courses, and including Perspectives on Asia (Asian 11), normally taken in the Freshman or Sophomore year, Senior Honors (Asian 77), and three of four civilizations courses (India, China, Japan, and West Asia) or their equivalents. The following courses may be applied to the Civilizations requirement: India—Anthropology 21s; China—History 62f; Japan—Fine Arts 63s, History 67s, Japanese 21s; West Asia—History 72f, Religion 17. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B− grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. This regulation applies to the class of 1995 and after. No pass-fail option is allowed for any courses required for the departmental major.

Area Concentration. When declaring the major, each student will plan a concentration in consultation with a member of the department. The concentration will include a language, the appropriate civilization course, and at least two additional non-language courses dealing entirely or substantially with the chosen area or country of concentration. Students planning to work in particular disciplines within the major are encouraged to enroll in relevant courses in the disciplines as well. In addition to these courses, each major will enroll in Senior Honors (Asian 77), selecting a topic for further concentration. Students who wish to be candidates for Honors must submit a thesis proposal to the Department for its approval and, in addition to the required area concentration courses, enroll in Asian 78.

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*On leave 1993-94.

‡On leave second semester 1993-94.

Comprehensive Examination. Completion of Asian 77, which includes an essay or examination on a general topic in Asian studies, will fulfill the comprehensive evaluation requirement for majors.

Study Abroad. The Department supports a program of study in Asia during the Junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the Junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Arabic

1. First-Year Arabic I. An introduction to Modern Standard Arabic. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

First semester. Five College Lecturer Jiyad.

2. First-Year Arabic II. A continuation of Arabic 1. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses.

Requisite: Arabic 1 or equivalent. Second semester. Five College Lecturer Jiyad.

3. Second-Year Arabic I. Continuing study of Modern Standard Arabic reading, writing and speaking. Lectures, class recitations and extensive use of the language laboratory. Daily written assignments, dictations, frequent quizzes and exams. Three class hours per week.

Requisite: Arabic 2 or equivalent. First semester. Omitted 1993-94.

4. Second-Year Arabic II. A continuation of Arabic 3.

Requisite: Arabic 3 or equivalent. Second semester. Omitted 1993-94.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

Asian

11s. Perspectives on Asia. A multi-disciplinary, cross-cultural course focusing on a different set of issues each year. This year the course will focus on social, erotic, and spiritual visions of the self. We will use drama, fiction, art, music, and film as touchstones to explore the theme in various classical and popular traditions, primarily in India and China, but with some material from other Asian cultures as well. Two class meetings per week.

Second semester. Professors Dennerline and Reck and the Asian Languages and Civilizations Faculty.

34. Language: Its Structure and Use. An introduction to the nature of human language and the methods of modern linguistics. Both formal and interdisciplinary aspects of linguistics will be studied. The formal portion of the course will consider the structure of human languages from the perspectives of phonology, morphology, syntax, and semantics. The interdisciplinary approach to language will emphasize language variation, use, and the relation between language and cognition.

Limited to 20 students. Second semester. Omitted 1993-94. Professor Tawa.

77. Senior Honors.

Required of all Senior majors. First semester. Members of the Department.

78. Senior Honors.

A continuation of Asian 77, culminating in a substantial piece of writing which may be presented to the Department for a degree with honors. Open to Senior majors with consent of the Department. Students intending to take this course should submit a proposal to the committee by the end of the sixth week of the fall semester, after consultation with their tutors in Asian 77. Enrollment is contingent upon the acceptance of a partial draft by a committee of three readers, which will evaluate the thesis and make recommendations for honors.

Second semester.

Chinese

1. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Classwork is supplemented by laboratory periods which include practice with language tapes and video tapes. Three class meetings and two drill sessions per week, plus individual work in the language laboratory.

First semester. Lecturer Fu.

2. First-Year Chinese II. A continuation of Chinese 1. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three hours of class work per week are supplemented by drill sessions and laboratory periods which include practice with language tapes and video tapes.

Requisite: Chinese 1 or equivalent. Second semester. Lecturer Fu.

3. Second-Year Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the language laboratory.

Requisite: Chinese 2 or equivalent. First semester. Teaching Associate Shen.

4. Second-Year Chinese II. A continuation of Chinese 3. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and work in the language laboratory.

Requisite: Chinese 3 or equivalent. Second semester. Teaching Associate Shen.

5. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 4 or equivalent. First semester. Lecturer Fu.

6. Third-Year Chinese II. A continuation of Chinese 5. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by individual work in the language laboratory. Three class meetings per week.

Requisite: Chinese 5 or equivalent. Second semester. Lecturer Fu.

21. Techniques of Literary Translation. The course is designed to help advanced students of Chinese to master the ability of close reading in the original and the ultimate skill of translation from the home language to the target language and vice versa, in our case, English and Chinese. Readings will be chosen primarily from literary works of eminent Chinese writers. Students are required to read and compare the texts in both English and Chinese and to do translation exercises themselves. The final project should be a high quality translation work, a play, a short story or poems. While the emphasis of the course is on translation, films and film scripts will be used to cultivate the student's ability of interpretation.

First semester. Omitted 1993-94. Professor Lan.

22. Modern Chinese Literature. Chinese culture, marked by its antiquity and continuity, boasts a rich and sophisticated canon of literary genres and works: the *fu* prose of the Han, the *zhiguai* fiction of the Six Dynasties, and poetry of the Tang and Song, the drama of the Yuan and the novels of the Ming and Qing. While introducing this classical tradition briefly as background, this course is designed to focus on modern Chinese literature, which is primarily literary works by twentieth-century Chinese authors. Representative works by both mainland and Taiwanese Chinese writers will be studied, such as those by Lu Xun, Bing Xin, Ba Jin, Xu Zhi-mo, Chen Yingzhen, and Bai Xian-yong. Transcultural writers like Maxine H. Kingston and Pearl S. Buck will also be included in the discussion. Throughout the course, a comparative (Chinese and Western) approach will be used and a cross-cultural perspective will be emphasized. Readings will be done in English translation.

Second semester. Omitted 1993-94. Professor Lan.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

Japanese

1. First-Year Japanese I. The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing the kana syllabary and basic Chinese characters (kanji). Three class meetings per week plus two drill sessions and individual work in the language laboratory.

First semester. Professor Tawa and Staff.

2. First-Year Japanese II. A continuation of Japanese 1. The course will emphasize mastery of patterns and will employ written materials introducing more kanji. Three class meetings per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 1 or equivalent. Second semester. Professor Tawa and Staff.

3. Second-Year Japanese I. Oral practice, grammar, reading and composition are stressed to increase comprehension. Students at this level will become able to handle most everyday situations which they might encounter in Japan. Three class hours per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 2 or equivalent. First semester. Lecturer Ito and Staff.

4. Second-Year Japanese II. A continuation of Japanese 3. In this class, new structures of Japanese will be acquired through reading contemporary texts. Development of conversational skills will also be emphasized, and the class will be conducted mostly in Japanese. Three class hours per week plus two drill sessions and individual work in the language laboratory.

Requisite: Japanese 3 or equivalent. Second semester. Lecturer Ito and Staff.

5. Third-Year Japanese I. Discussion and writing based on contemporary Japanese writings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical constructions and extensive practice in reading Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Three class meetings per week.

Requisite: Japanese 4 or consent of the instructor. First semester. Lecturer Ito.

6. Third-Year Japanese II. A continuation of Japanese 5. Three class meetings per week.

Requisite: Japanese 5 or equivalent. Second semester. Lecturer Ito.

7. Fourth-Year Japanese: Advanced Reading and Composition I. This course is designed for the advanced student of Japanese who wishes to develop a high proficiency in reading authentic material and to develop a better writing style in Japanese. Readings will be selected from novels, scientific articles, expository prose and journalistic writings.

First semester. Lecturer Ito.

8. Fourth-Year Japanese: Advanced Reading and Composition II. A continuation of Japanese 7.

Requisite: Japanese 7 or equivalent. Second semester. Lecturer Ito.

15. Advanced Readings and Videos: Contemporary Culture I. Readings of literary, journalistic and scholarly texts and viewing of videos, chosen to familiarize the student with a variety of writing and speaking styles and to illuminate diverse aspects of contemporary Japanese culture. Class discussion is in Japanese and, whenever appropriate, focuses on the gap between how a topic (such as feminism, postmodernism, racism, comic books or trade friction) is treated in the Japanese and Western media.

Requisite: At least one semester of study abroad in Japan. First semester. Professor Tawa.

16. Advanced Readings and Videos: Contemporary Culture II. A continuation of Japanese 15.

Requisite: At least one semester of study abroad in Japan. Second semester. Professor Tawa.

19. Translation Seminar: Introduction to Classical Texts. We will read and translate poetry and prose passages by numerous Japanese authors from the eighth through the nineteenth centuries, including some texts in original calligraphic script which have not yet been transcribed into printed versions.

The goal of this course is to gain a working familiarity with the classical grammar while translating a wide variety of textual styles. Class discussion will be conducted in English.

Requisite: Japanese 16 or equivalent. Admission with consent of the instructor. First semester. Omitted 1993-94. Professor Solt.

21s. Classical Japanese Literature. An introduction to the classical literature of Japan from the eighth century through the Edo Period (1600-1868). After a firm grounding in poetics, we will discuss a variety of issues, including the multifaceted relationship between author, text, audience and genre; high versus low life; the role of literature in society; and the way the tradition has been recycled in each new age. We will read and discuss poetry, fiction, diaries, essays and plays, including *The Tale of Genji, The Pillow Book of Sei Shōnagon, The Tale of the Heike, Essays in Idleness, The Man'yōshū, Kokinshū* and *Shin-kokinshū* anthologies; and Nō and Kabuki plays. In English translation. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Solt.

22f. Modern Japanese Literature. Survey course of the novel and poetry from 1868 to the present, stressing mainstream literary movements and how they came to the fore in the dialectic between Japanese traditional ideas and Western-influenced innovation. We will read and discuss works by and about Natsume Sōseki, Mori Ōgai, Yosano Akiko, Akutagawa Ryūnosuke, Nagai Kafū, Tanizaki Junichirō, Kawabata Yasunari, Mishima Yukio, Abe Kōbō, Tanikawa Shuntarō, Ōe Kenzaburō, and Tamura Ryūichi. In English translation. Two class meetings per week.

First semester. Omitted 1993-94. Professor Solt.

23. Japanese Avant-Garde Poetry and the Arts from 1921 to the Present. This course will deal with the emergence of avant-garde movements in Japan before and after World War II. Our "texts" will range from literary material to videos of Butō dance. We will consider the intricate connection (and disconnection) of avant-garde poetry with art, photography, theater, dance, and book design. Poems to be read and discussed include those by Takiguchi Shūzō, Haruyama Yukio, Kitasono Katue and Shiraishi Kazuko; non-literary works are by Ōno Kazuo, Hijikata Tatsumi, Onchi Kōshirō, Yamamoto Kansuke, and Sugiura Kōhei. Literary works in English translation. Two class meetings per week.

First semester. Omitted 1993-94. Professor Solt.

32. Seminar on *The Tale of Genji*. *The Tale of Genji,* written one thousand years ago by Murasaki Shikibu, is the first psychological "novel," preceding by centuries anything similar produced elsewhere, and is an unquestionable masterpiece of world literature. *The Tale of Genji* conjures up an idealized view of court life which has subsequently come to define the era it was written in, the mid Heian (794 ce-1185 ce). It has had tremendous influence on all Japanese arts down to the present, and perhaps no other single work has come to symbolize the tradition with equal resonance and resilience. In this course we will read *The Tale of Genji* and supplementary texts and consider issues such as the following: What genres led to *The Tale of Genji*? How was the work received in its own time and in subsequent ages? What recent contributions have been made by westerners to Genji scholarship? Why has it become outmoded to consider *The Tale of Genji* postmodern? All readings will be of Japanese (and Chinese) works translated into

English. Some exposure to the pre-modern culture of Japan is desirable but not required.

Second semester. Omitted 1993-94. Professor Solt.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

RELATED COURSES

Indian Civilization: Traditional India. See Anthropology 21s.

Second semester. Professor Babb.

Survey of Asian Art. See Fine Arts 9.

First semester. Professor Morse.

Arts of China. See Fine Arts 60.

Second semester. Omitted 1993-94. Professor Morse.

Approaches to Chinese Painting. See Fine Arts 61s.

Requisite: Fine Arts 9 or 60 or a course in Chinese history, or consent of the instructor. Second semester. Professor Morse.

Arts of Japan. See Fine Arts 63s.

Second semester. Professor Morse.

The City of Kyoto. See Fine Arts 91, topic 2.

Limited to 12 students. First semester. Professor Morse.

Chinese Civilization in Historical Perspective. See History 62f.

First semester. Professor Dennerline.

Modern China. See History 63s.

Second semester. Professor Dennerline.

Topics in Chinese Civilization. See History 64.

Second semester. Omitted 1993-94. Professor Dennerline.

Topics in Modern Chinese History. See History 65.

First semester. Omitted 1993-94. Professor Dennerline.

Japanese History to 1600. See History 67s.

Second semester. Professor Moore.

Japan Since 1600. See History 68f.

First semester. Professor Moore.

Postwar Japan. See History 69s.

Second semester. Professor Moore.

The Middle East from 600 to 1300 A.D. See History 72f.

First semester. Professor Petropulos.

The Middle East from 1300 to the Present. See History 73s.

Second semester. Professor Petropulos.

Research Seminar: Nationalism in the Middle East. See History 75s.

Limited to 20 students. Preference given to History majors and students with a background in Middle Eastern Studies. Second semester. Five College Professor Kuyas.

Improvisation and India's Raga System. See Music 25.
First semester. Omitted 1993-94. Professor Reck.

Composition in Music from a World Perspective. See Music 26f.
First semester. Omitted 1993-94. Professor Reck.

Politics in Post-Colonial Nations. See Political Science 24f.
First semester. Omitted 1993-94. Professor Basu.

Asian Women: Myths of Deference, Arts of Resistance. See Political Science 47.
First semester. Professor Basu.

Taoist and Confucian Religious Tradition. See Religion 15.
First semester. Professor Gyatso.

The Islamic Religious Tradition. See Religion 17.
First semester. Professor Elias.

Buddhism in Theory and Practice. See Religion 23.
First semester. Professor Gyatso.

Muhammad and the Qur'an. See Religion 24f.
First semester. Omitted 1993-94. Lecturer Elias.

Buddhist Women and Representations of the Female. See Religion 30f.
Limited enrollment. First semester. Omitted 1993-94. Professor Gyatso.

Sufism. See Religion 53.
First semester. Professor Elias.

For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation. See Religion 54.
Second semester. Omitted 1993-94. Professor Elias.

Islam in the Modern World. See Religion 55s.
Second semester. Professor Elias.

Issues in Buddhist Philosophy. See Religion 72.
Limited enrollment. Second semester. Omitted 1993-94. Professor Gyatso.

Imagining the Middle East. See Sociology 27.
First semester. Five College Professor Mirsepassi.

Religion, Culture, and Social Change in the Middle East. See Sociology 42.
Second semester. Omitted 1993-94. Five College Professor Mirsepassi.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Dent, Edwards, Greenstein, Harrison, Irvine, Kleinmann, Kwan, Schloerb, Snell, S. Strom (Chair), Van Blerkom, and White; Associate Professors Arny, Predmore, Tademaru, and Young; Assistant Professors Schneider, Skrutskie and Weinberg; Lecturer K. Strom.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 9, for the fall semester and Wednesday, January 26, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the rite major are Astronomy 21 and 22 plus three courses chosen from Astronomy 19, 20, 37, 38, 40, 43; Physics 32 and 33; and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11 in the first semester of their Freshman year and Physics 32 in the second. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their Senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

Enrollment limited. No student who has taken any upper level math or science course will be admitted. First semester. Professor Greenstein.

13. The Solar System. (ASTFC) An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than Astronomy 11 and intended for students who desire a deeper though still non-technical understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres and interiors of the planets and their satellites; minor objects in the solar system; the origin and evolution of the Earth and other planets. Same course as Astronomy 113 Honors, University of Massachusetts. To be given at the University of Massachusetts.

First semester. Professor Dent.

19s. Astronomy I: Planetary Science. (ASTFC) A freshman level introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. To be given at Hampshire College.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. Second semester. Professor to be named.

20f. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Harrison.

21. Astronomy II: Stars and Stellar Evolution. (ASTFC) Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars, evolutionary histories of stars, and the origin of the elements. White dwarfs, neutron stars (pulsars) and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulations, and data manipulation. Recommended as the second course for physical science majors and other physical science students. Two 75-minute lectures per week plus afternoon laboratories.

Requisite: Physics 32 (students unable to meet this requisite should consult with the department). First semester. Professors Skrutskie and Greenstein.

22. Astronomy III: Galactic and Extragalactic Astronomy. (ASTFC) Structure and internal motion of the Galaxy; observations of interstellar matter; star formation and evolution of the Galaxy; classification of galaxies, the extragalactic distance scale, and clusters of galaxies; active galaxies and quasars; Newtonian cosmology, the dark matter problem, and the early universe. Continuation of scientific programming labs from Astronomy 21. Two 75-minute lectures per week plus afternoon laboratories.

Requisite: Astronomy 21. Second semester. Professor to be named.

34f. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Development in gravitational theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

First semester. Professor Dennis.

37. Observational Techniques in Optical and Infrared Astronomy. (ASTFC) An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Evening laboratories, to be arranged.

Requisite: Physics 33 and Astronomy 22. Not open to Freshmen. First semester. Professors Edwards and S. Strom.

38. Techniques of Radio Astronomy. (ASTFC) Introduction to equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Two lectures and laboratory. Laboratories familiarize students with radio spectroscopy; data collection and analysis using the computer controlled 21 cm wavelength laboratory telescope and the 14 meter diameter FCRAO radio telescope.

Requisite: Physics 33. Not open to Freshmen. Second semester. Professor to be named.

40. Seminar: Topics in Astrophysics. (ASTFC) Devoted each year to a particular topic of current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Topics vary from year to year.

Requisite: Astronomy 22. Second semester. Professor Greenstein.

43. Astrophysics. A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photoionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations.

Requisite: Physics 35. No previous astronomy courses required. First semester. Omitted 1993-94. Professor Van Blerkom.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

BIOLOGY

Professors S. George, Goldsby (Simpson Lecturer), Hexter, Poccia, Williamson‡, and Zimmerman‡; Associate Professors Ewald (Chair) and Ratner; Assistant Professor Lyons.

The Biology curriculum is designed to maintain a balance between the needs of students preparing for postgraduate work in Biology or medicine, and the purposes of a liberal arts college.

Courses for Non-Major Students. Biology 8, 10, 14, 15, and 16 each focus on one area of Biology, and are specifically intended for non-majors. These courses will not normally count towards the Biology major and are not recommended for fulfilling the admissions requirements for medical school. The two semesters of Introductory Biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. For students who matriculated after 1990, the Biology major consists of three categories:
1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 32);
3. Five additional courses in Biology, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 23, 25, 26, 29, 30, 35, 38, and 39. Second, the five courses must include at least one course in each of the three following areas:

(1) molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Biology (Biology 29), Biochemistry (Biology 30), Immunology (Biology 33); (2) integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Animal Physiology (Biology 26), Neurobiology (Biology 35); (3) evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 38), Plant Population Biology and Evolution (Biology 39).

All Biology majors will take a Senior comprehensive examination administered by the Department.

Most students should begin with Biology 18 in the spring semester of their Freshman year; students with a strong high school biology background may take Biology 19 in the fall semester of the Freshman year. Students with Advanced Placement grades of 4 or 5 may choose to place out of either Biology 18 or Biology 19. To be exempted from Biology 18, a student must also pass a two-hour written examination that will be offered by appointment. Exemption from both Biology 18 and Biology 19 requires permission of the Department. If permission is granted, the Biology major will require a total of six courses from category 3 above, four of which must have a laboratory component.

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‡On leave second semester 1993-94.

Students who entered the College before 1991 may satisfy either the requirements described above or the requirements that were in place when the student matriculated. This older set of requirements is as follows: Biology 12; four courses chosen from Biology 21, 22, 23, 25, 26, 29, and 32; one advanced laboratory course chosen from Biology 30, 35, 38, and 39; and one seminar course chosen from Biology 33, 43, and 47. The seminar requirement is waived for students completing Honors in Biology. These requirements are explained in more detail in catalogs prior to 1991-1992. Students in the classes of 1993 and 1994 who have already taken Biology 12 and who wish to follow the new requirements would take six additional Biology courses numbered 21 and above, including at least four laboratory courses and at least one course in each of the three areas of Biology as noted above.

Chemistry 11 and/or Chemistry 12 are prerequisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their Freshman year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are prerequisites for Biology 30 and that Physics 17 is a prerequisite for Biology 35.

Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology seminar, at which faculty, students, and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and D78 in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. The Biology Department expects that these two laboratory courses will be selected from the Biology major program.

8. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of experience of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. This course is intended primarily for non-majors. Three classroom hours per week.

Limited to 50 students. Students majoring in Biology, Chemistry, or Psychology will be admitted only with consent of the instructor. Second semester. Professor Goldsby.

10. The Theory of the Gene. A course for non-science students. An examination of the changing concept of the gene starting with Mendel and including the chromosome theory of heredity, gene action, and the nature of the gene. The Watson-Crick model of DNA will be given special attention including its modern applications of recombinant DNA and gene therapy. The course will emphasize the experiments and experimenters involved in discovery. This course is intended primarily for students who have not taken a laboratory science course. Three classroom hours per week.

Second semester. Professor Hexter.

14f. The Evolutionary Biology of Human Behavior. A study of how recent extensions of the theory of natural selection explain the origin and evolution of animal and human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the structure and evolution of animal societies will be discussed. With this background, several aspects of human social evolution will be considered: the ecology of subsistence, differences between men and women, aggression of men against women, systems of kinship and marriage, incest, reciprocity and exchange, warfare and the evolution of laws and justice. Three hours of lecture and occasional films per week.

First semester. Professor Zimmerman.

15. Evolutionary Ecology of Disease. During the last decade, the study of diseases has merged the smallest biochemical scales of inquiry with the large-scale perspectives of ecology and evolution. This course focuses on this synthesis by addressing several questions germane to the health sciences. Why are some diseases, like AIDS, tuberculosis, and cholera, life-threatening, while others, like the common cold, are a minor irritation? When should a symptom, like fever or a runny nose, be treated? How can we change the evolutionary course of life-threatening diseases, like AIDS, to make them mild? More generally, how can we use our knowledge about population growth, environmental resources, and the evolution of disease organisms to decrease the annual death toll of infectious diseases, which now stands at about 10 million? The course will emphasize scientific methodology while showing how resolution of these questions involves consideration of economics, sociology, history, politics, and religion. Three hours of lecture and three hours that will involve laboratory work, demonstration or discussion per week.

Limited to 50 students. First semester. Professor Ewald.

16. The Brain: An Introduction. A course for non-science majors, and for students early in their academic careers who wish to experience one aspect of neuroscience before making a commitment to further study in that field.

Brains are made of nerve cells. We will use classical and modern neuroanatomical methods to make visible in the microscope the structure of nerve cells from organisms such as frogs, crickets, mice, and snails. We will also make observations and do experiments to find out how nerve cells are organized into brains, how nerve cells and brains develop early in life, and how they change during life as a result of processes such as learning and aging. Two classroom hours and four hours of laboratory per week.

Limited to 24 students. Second semester. Omitted 1993-94. Professor George.

18. Adaptation and the Organism. An introduction to the diversity of life. Emphasis is on how organisms are built and how they work, at levels of organization ranging from internal organs, through interacting organisms, to ecological communities. The central theme of the course is the contribution of evolutionary processes to structure and function at each level of organization. Four classroom hours and four laboratory hours per week.

Second semester. Professors Ewald and Lyons.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

Prior completion of Chemistry 11 is strongly recommended. First semester. Professors Hexter and Poccia.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 12 or 19. Limited to two sections of 24 students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. Topics will include responses to the physical environment, behavioral interactions, population growth and its limits, competition within and between species, predation, plant-animal interactions, and effects of humans and other organisms on regional and global stability. Four classroom hours and four hours of laboratory or field work per week.

Requisite: Biology 12 or 18 or consent of the instructor. First semester. Omitted 1993-94.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Emphasis will be placed upon eukaryotic systems and the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisites: Biology 12 or 19, and Chemistry 11 or 15. Limited to 30 students. First semester. Professor Ratner.

26. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 or 18, Physics 16 or 32, and Chemistry 11. Not open to Freshmen. Second semester. Omitted 1993-94. Professor Williamson.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisite: Biology 12 or 19 and completion of, or concurrent registration in, Chemistry 12. First semester. Professor Williamson.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professor Ratner and a professor from the Chemistry Department.

32f. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Four classroom hours per week.

Requisite: Biology 12, or 18 and 19. First semester. Professor Zimmerman.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Four class hours per week.

Requisite: Biology 12 or 19, and either Biology 25, 29, or 30, or consent of the instructor. Limited to 24 students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 12 or 18 or 19, Chemistry 11, and either Physics 17 or 33. Limited to 24 students. First semester. Professor George.

38. Animal Behavior. Analyses of animal behavior emphasizing ecological and evolutionary approaches, but also incorporating psychological and ethological perspectives. Topics include procurement and allocation of resources, defenses against predation and parasitism; learning, decision making and behavioral development; cycles of behavior; deceptive versus honest communications; cooperation and altruism; courtship, mating systems, and parental care; sexual selection; aggression, rape, territoriality and dominance. Four classroom hours and three hours of laboratory per week.

Requisite: Biology 14 or 18 or 23 or 32, or consent of the instructor. Second semester. Omitted 1993-94. Professor Ewald.

39. Plant Population Biology and Evolution. An analysis of processes that affect plant populations, combining ecological and evolutionary perspectives. Topics include pollination biology, sexual vs. asexual reproduction, hybridization and polyploidy, development and phenotypic plasticity, nuclear-cytoplasmic gene interactions, speciation, and phylogenetic reconstruction using morphological and molecular information. Coursework will include lectures, student presentations, and field, greenhouse, and molecular genetics laboratory work. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 18 or 23 or 32 or consent of the instructor. First semester. Professor Lyons.

43s. Seminar in Evolution. Interdisciplinary approaches to biological issues from the perspective of evolutionary biology. The general topic for 1992 was evolutionary epidemiology. Specific issues included cultural influences on the evolution of virulence among diseases such as AIDS and cholera; coevolution of defenses against parasites and counter-defenses; effects of transmission modes, social behavior, and population sizes on host/parasite coevolution; factors favoring evolution towards mutualism versus parasitism; and the consequences of evolutionary investigations for evaluating alternative public health policies. Three hours per week.

Requisite: Biology 23, 32, 38, or 39, or consent of the instructor. Second semester. Omitted 1993-94. Professor Ewald.

47. Seminar in Evolutionary Ecology. A study of phenomena at the intersection of evolutionary biology and ecology. The general subject for 1992 was coevolutionary interactions between species and their consequences for ecological intervention. Specific topics included plant-plant competition, herbivory, parasitism, and plant-fungus mutualism, as well as ecological intervention via biological control, integrated pest management, conservation biology, and restoration ecology. Three hours per week.

Requisite: Biology 23 or 32, or consent of the instructor. Limited to 15 students. First semester. Omitted 1993-94. Professor Lyons.

56. Seminar in Neurobiology. Recent discoveries and current controversies related to one aspect of nervous system research. In 1994 the subject will be the physiology and molecular biology of single ion channels and the role of these channels in electrical signalling, synaptic transmission, and nervous system diseases. We will also consider the molecular basis of neural plasticity. Three hours per week.

Requisite: Biology 29, 30, or 35, or consent of the instructor. Limited to 15 students. Second semester. Professor R. Kropf.

77, D78. Senior Honors. Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged.
First and second semesters.

BLACK STUDIES

Professors Abiodun† (Chair, second semester), Rushing‡, and Wills*; Associate Professors Blight, Cobham-Sander‡ (Chair, first semester), Gooding-Williams*; Visiting Assistant Professor Blake.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the Sophomore year), and an integrative seminar, Black Studies 68, usually taken during the spring semester of the Junior year. Majors are encouraged but not required to take Black Studies 97 or 98. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 23, 24, or 29, Fine Arts 70 or Religion 32). Early in the spring semester of the Senior year, all majors will be required to pass a comprehensive examination in Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2) research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

Honors Program. Candidates for Honors in Black Studies must complete the Major Program, satisfy the general honors requirements of the College, and complete the Seniors Honors sequence, Black Studies 77 and 78 or D78. The Honors sequence will be devoted to a special research project culminating in a thesis. Honors recommendations will be based both on the quality of the thesis and the student's entire academic record.

11. Introduction to Black Studies. An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.
First semester. The Department.

23. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between

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*On leave 1993-94.
†On leave first semester 1993-94.
‡On leave second semester 1993-94.

orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, Opal Adisa Palmer, Richard Rive, Samuel Selvon, and Richard Wright.

First semester. Omitted 1993-94. Professor Rushing.

24. Images of Black Women in Black Literature. This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, and Paule Marshall.

Second semester. Omitted 1993-94. Professor Rushing.

27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. (Also English 75, topic 4.) See English 75, topic 4, for description.

First semester. Professor Rushing.

28. Black Perspectives in Psychology. (Also Psychology 42.) The course will begin with a review of the critical issues in the formulation of Black Psychology. Topics will include historical rationale, African vs. Black theoretical perspectives, phenomenological content, and the ramifications of the Africentric/Eurocentric split among black psychologists. We will proceed to the deconstruction of mainstream explanations of the behavior of African Americans, including internal/external locus of control, self esteem, and intelligence testing. Our next step will be the reconstruction of psychological perspectives grounded in the authentic behavior of black people. Topics will include black identity, cognitive style, and communicative style. We will conclude with a discussion of the application of these perspectives to contemporary social and educational issues.

Requisite: Psychology 11 or consent of the instructor. Second semester. Professor Blake.

29. Perceptions of Childhood in African and Caribbean Literature. (Also English 55.) See English 55 for description.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

30. Caribbean Dance and Culture. This course is an introduction to Caribbean history and Caribbean cultures through dance. It uses dance both as a universal behavior of human culture and a commonly accentuated aspect of Caribbean cultures and as a window through which values, attitudes, beliefs, and ideas are expressed. The course uses readings, video and film analysis, and dancing to familiarize students with anthropological perspectives of dance in Caribbean centers, particularly Haiti, Cuba, and Brazil.

Second semester. Professor Daniel of Smith College.

37. Caribbean Poetry: The Anglophone Tradition. A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

First semester. Omitted 1993-94. Professor Cobham-Sander.

42. Myth, Ritual and Iconography in West Africa. Through a contrastive analysis of the religious and artistic modes of expression in three West African societies: the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria, the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which a cultural heritage and identity is transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professor Abiodun and Resident Artist Lobdell.

43. Visual and Verbal Metaphors in Africa. This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focussing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as *Owe* in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which important information has been preserved in the traditionally non-literate societies of Africa.

First semester. Omitted 1993-94. Professor Abiodun.

44f. Issues of Gender in African Literature. (Also English 57.) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to Freshmen. Limited to 25 students. First semester. Omitted 1993-94. Professor Cobham-Sander.

50. Introduction to African-American Music and Musicians. This is a survey course covering spirituals, folk music, blues, gospel, jazz, and classical music of African-Americans. Topics also include brief overviews of the music of Africa and other non-western cultures. Lecture, discussion, reading, and listening.

Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

51s. Music of Duke Ellington. (Also Music 28.) See Music 28 for description.

Requisite: Music 11 or 12 or ability to read music or consent of the instructor. Limited to 25 students. Second semester. Lecturer Jaffe.

52. African-American Religious History. A study of African-American religion, from the time of slavery to the present, in the context of American social, political, and religious history. Consideration will be given to debates concerning the "Africanity" of black religion in the United States, to the role of Islam in African-American religious history, and to the religious impact of recent Caribbean immigration. The major emphasis throughout the course, however, will be on the history of African-American Christianity in the United States. Topics covered will include the emergence of African-American Christianity in the slavery era, the founding of the independent black churches (especially the AME church) and their institutional development in the nineteenth century, the predominant role of the black Baptist denominations in the twentieth century, the origins and growth of black Pentecostalism, the increasing importance of African-American Catholicism, the role of the churches in social protest movements (especially the civil rights movement) and electoral politics, the changing forms of black theology, and the distinctive worship traditions of the black churches.

Second semester. Omitted 1993-94. Professor Wills.

53. Black English. An examination of the language of African Americans. Topics will include the historical development of black English; a comparison of black English and standard American English features; a review of theories of verbal deficit, difference, and bidialectalism; linguistic issues underlying the black English language/dialect controversy; the language development of African American children; the role of black English in creative expression; and the impact of black English on the social, economic, and educational opportunities of African Americans.

First semester. Professor Blake.

54. Introduction to African-American Poetry. A survey of folk and formal poetry with particular emphasis on the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1970s which pays close attention to the oral origins of written poetry and to the ways music is both a recurring subject and the source of forms. After a grounding in sermons, spirituals, and the blues, we will study such writers as: Imamu Baraka, Gwendolyn Brooks, Sterling Brown, Lucille Clifton, Michael Harper, Robert Hayden, Langston Hughes, Audre Lorde, Haki Madhubuti, and Sonia Sanchez.

Preference will be given to those who have taken Black Studies 11 or a "first course" in English. Second semester. Omitted 1993-94. Professor Rushing.

57. African-American History from the Slave Trade to Reconstruction. (Also History 33.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction (1861-77). The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

First semester. Omitted 1993-94.

58. African-American History from Reconstruction to the Present. (Also History 34.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Second semester. Professor Blight.

59. The Civil War and Reconstruction Era. (Also History 35.) See History 35 for description.

Limited to 25 students. First semester. Professor Blight.

68. Seminar in Black Studies. The topic for 1993-94 is "Race and Reunion: The Memory of the Civil War." See History 36 for description.

Second semester. Professor Blight.

72. Philosophy, Race and Racism. (Also Philosophy 22.) An examination of selected philosophical discussions of race and racism. Possible topics include the conceptual connections between racist thinking and certain canonized philosophical positions (e.g., Locke's empiricism), the use of traditional philosophical thought (e.g., the philosophy of history) to characterize and explain the differences between European and black African cultures, the close relationship between theories of racial alienation and theories of personal identity, the genealogy of modern racism, and the racism implicit in Pan-Africanism. Readings from historical and contemporary sources.

Second semester. Omitted 1993-94. Professor Gooding-Williams.

73s. The Political and Philosophical Thought of Frantz Fanon. Frantz Fanon (1925-1961) was one of the most important thinkers produced by the anti-colonial struggles of what has come to be called the "Third World." The larger social and historical frame within which he articulated his political and philosophical thought was the actual process of the global collapse of European colonial hegemony, i.e., the struggle for emancipation of the colonized. Fanon first encountered the problem of the 'otherness' of the colonized in his youth in Martinique and in his psychiatric work in France and Algeria. In engaging this problem he went beyond the confines of psychiatry and explored these problems in a political and philosophical manner. The task of the course is the interpretative exploration of Fanon's central texts in the order of their production with the aim of comprehending Fanon's thinking on revolutionary transformations and exploring the sources of his political and philosophical perspective.

Second semester. Omitted 1993-94.

74. Crummell and DuBois. A careful study of the social and political thought of Alexander Crummell and the early W.E.B. DuBois. We will focus in particular on Crummell's and DuBois' conceptions of race, history, and political leadership, and on the responses of each of these thinkers to the writings of Booker T. Washington. We will also devote considerable attention to Crummell's "civilizationist" attitude towards Africa, as well as to the elements in DuBois' early writings which speak against that attitude and against the conception of progress it represents. We will, finally, read and critically evaluate some of the secondary literature on Crummell and DuBois, placing special emphasis on the attempts of numerous critics and commentators to classify Crummell's and DuBois' writings either in ideological terms or according to some narrative representation of African-American or American literary and/or intellectual history.

Requisite: One course in Black Studies. Limited to 20 students. Admission with consent of the instructor. Second semester. Omitted 1993-94. Professor Gooding-Williams.

77, D77, 78, D78. Senior Honors.

First and second semesters. Members of the Department.

81. Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." (Also Colloquium 75.) See Colloquium 75 for description.

Open to Juniors and Seniors. First semester. Omitted 1993-94. Professors Gooding-Williams and Peterson.

83. Cross-Cultural Psychology. An introduction to the comparative study of human development. The course will focus on three American racial/ethnic minorities as case groups: African Americans, Mexican Americans, and Native Americans. The course will provide an historical context for viewing the current social, economic, and educational statuses of each group; examine theoretical and methodological issues for studying group differences and similarities; review empirical research; and explore social policy issues regarding the role of preschool and intervention programs in the school achievement of minority children.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Blake.

84. Seminar on Race and Reunion: The Memory of the Civil War. (Also History 36.) See History 36 for description. To be offered in 1993-94 as Black Studies 68.

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. Second semester. Omitted 1993-94. Professor Blight.

97, H97, 98, H98. Special Topics.

First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

African Cultures and Societies. See Anthropology 26.

Second semester. Omitted 1993-94. Professor Goheen.

The Crisis of the State in Africa. See Anthropology 42f.

Requisite: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. First semester. Omitted 1993-94. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1993-94. Professors Goheen and Redding.

Performance of African-American Literature. See English 31 for description.

First semester. Five College Fellow Johnson.

Authenticity and Audience: The "Third World" in the Literary Marketplace. See English 32 for description.

Second semester. Five College Fellow Carter-Sanborn.

African American Literature: A Survey. See English 65.
First semester. Professor O'Connell.

Major African-American Authors. See English 66.
Second semester. Omitted 1993-94.

Literature of the Civil Rights Movement. See English 67s.
Second semester. Professor Townsend.

African Voices: Modern African Literature. See English 79.
Not open to Freshmen. First semester. Professor Rushing.

Survey of African Art. See Fine Arts 8.
Second semester. Professor Abiodun.

African Art and the Diaspora. See Fine Arts 70f.
First semester. Omitted 1993-94. Professor Abiodun.

Caribbean History. See History 50f.
First semester. Omitted 1993-94. Professor Campbell.

Topics on the Caribbean and Latin America. See History 51s.
Second semester. Omitted 1993-94. Professor Campbell.

Research Seminar on the Peoples and Cultures of the Caribbean. See History 52.
Not open to Freshmen. Limited to 25 students. Second semester. Omitted 1993-94. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 53s.
Second semester. Omitted 1993-94. Professor Campbell.

Colonial Society in Latin America, 1492-1810. See History 56f.
First semester. Professor Corbett.

Introduction to South African History. See History 81.
First semester. Professor Redding.

Topics in African History. See History 82f.
Limited to 25 students. First semester. Omitted 1993-94. Professor Redding.

State and Society in Africa Before the European Conquest. See History 83.
First semester. Professor Redding.

Twentieth-Century Africa. See History 84.
Second semester. Professor Redding.

Comparative Slave Systems. See History 91.
First semester. Omitted 1993-94. Professor Campbell.

Blues. See Music 27.
Limited to 40 students. First semester. Professor Titon.

Religion in the Atlantic World, 1450-1808. See Religion 32f.
First semester. Omitted 1993-94. Professor Wills.

The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. See Colloquium 12.
Second semester. Omitted 1993-94. Professors Campbell and Proulx (University of Massachusetts).

BRUSS SEMINARS

11. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Raskin.

12. Women in Science. (Also Women's and Gender Studies 16.) This course will review the history of women in science focusing on their place in higher education and in industry. Why do women choose to study science? Why don't they? As examples we will read about the lives and the science of Barbara McClintock, Rosalind Frankin, Cecilia Payne Gaposchkin, Rita Levi-Montalcini, and others.

Limited to 25 students. Second semester. Omitted 1993-94. Professors Raskin and O'Hara.

13. Psychoanalysis and Women. (Also Women's and Gender Studies 15.) This course will focus on how psychoanalytic theory has conceptualized the development and personality of women. As a foundation we will read Freud's theories about women as well as his case study on Dora. The course will move historically through the works of Deutsch and Horney to theorists such as Dinnerstein, Chodorow, Miller, Benjamin and Gilligan. We will end with an examination of childhood sexual abuse and family violence in light of psychoanalytic theories of women.

Limited to 25 students. First semester. Omitted 1993-94. Professors Aries and Raskin.

CHEMISTRY

Professors Fink, Kropf, Kushick (Chair), and Silver; Associate Professors Hansen and O'Hara†; Assistant Professors Broderick and M. Marshall.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or Chemistry 15, Chemistry 12, Chemistry 21, and four of the following five courses: Chemistry 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, Mathematics 12 and Physics 16 or 32 are required for Physical

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†On leave first semester 1993-94.

Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the Senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; studies of selective enzyme inhibition; protein-nucleic acid interactions; immunochemistry; biochemistry of calcium proteins and chelators, lanthanide metal analogues of metalloproteins; mechanisms of enzyme-catalyzed and related processes; studies of the influence of inorganic ions on biological function; chemistry and reaction mechanisms in bioinorganic systems; photochemistry and gas phase kinetics; and high resolution molecular spectroscopy of jet-cooled species.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Students registering for Chemistry 11, 11s, or 15 are asked to take a placement examination to aid in assigning them to the appropriate course.

Chemistry 9 and 10 have been designed to introduce non-science students to important concepts of Chemistry. These courses may be elected by any student, but they do not satisfy the major requirements in Chemistry nor are they recommended as a means of satisfying the admission requirements of medical schools.

9. Chemistry in the Environment. An introduction for non-science students to environmental problems from a chemical and physical viewpoint. This year the course will focus on the atmosphere, an essential but vulnerable component of the human environment. We will study the chemical and physical processes and properties of the atmosphere, its origin and evolution. Detailed attention will be paid to human activity as an agent for change: effects on the climate of carbon dioxide from fossil fuels; effects of synthetic chemicals and of supersonic flight on ozone in the stratosphere; effects of acid rain; effects of air pollution and photochemical smog; effects of the "nuclear winter."

First semester. Professor Fink.

10. Energy and Entropy. Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some societal implications will also be discussed; we will treat, for instance, the various ways in which energy transformations of various sorts affect our lives. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

Second semester. Professors Kropf and Fink.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and a macroscopic viewpoint. The connections between atomic-molecular theory and weight and volume relationships in chemical reactions are studied. This leads to a detailed discussion of the physical structure of atoms and of how the interactions between atoms lead to the formation of molecules. The relationships between molecular behavior and the bulk properties of gases, liquids, and solids are described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professors Fink and Silver.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professors to be named.

12f. Chemical Principles. The concepts of kinetic stability and thermodynamic equilibrium are examined. The thermodynamics section of the course develops a quantitative understanding of the factors that determine the extent to which chemical reactions can occur. The kinetics section explores how a study of the rates of chemical reactions leads to insights into the mechanisms of those reactions. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Kropf.

12. Chemical Principles. Same description as Chemistry 12f.

Second semester. Professors Hansen and Kropf.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Throughout the course, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen and staff.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor Silver.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professors to be named.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems are discussed. Structure and bonding in coordination complexes are examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 12. First semester. Professor Broderick.

43s. Physical Chemistry. The thermodynamic principles introduced in Chemistry 12 will be extended in order to study chemical equilibrium and the equilibria which exist between phases of matter. Specific applications include the properties of solutions (including solutions containing macromolecules), electrolytes, and equilibria involving biological membranes. The course also introduces the student to statistical mechanics, which treats the concepts of thermodynamics from a molecular point of view. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor to be named.

44f. Modern Physical Chemistry. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics, the structure of atoms and molecules, and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and five hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33. Mathematics 13 recommended. First semester. Professor Marshall.

77, D77, 78, D78. Senior Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths, P. Marshall (Chair), Pouncey, and Sinos; Visiting Professor Will; Assistant Professor Montague.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 15-16 will normally be introductory to higher courses in Latin, and Greek 11-16 will serve the same function in Greek.

Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41, 42, 77, and 78 in either Greek or Latin. The normal expectation will be that two courses at the 41/42 level be taken along with the 77/78 sequence in the Senior year. The student must submit a thesis on a topic approved by the Department before admission to the Senior Honors course. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the second semester of Honors work is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended, if necessary, at a colloquium within the first two weeks of the semester with the Department and any outside reader chosen. The award of Honors will be determined by the quality of the candidate's work in the Senior Honors courses, thesis, and performance in the comprehensive examinations. In addition, Honors candidates must in the first semester of their Senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department.

The Department will cooperate with other departments in giving combined majors with Honors.

Comprehensive Examination. Majors in Greek, Latin, and Classics will, before the end of the first semester of the Senior year, submit an essay of some 2,500 to 3,000 words that relates work done in a Greek or Latin 41/42 course to other areas encountered in the Classics.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12. In Latin, the usual sequence will be 1, 2, 15, 16.

Classics

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

First semester. Omitted 1993-94. Professor Sinos.

23. Greek Civilization. Readings in English of Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, and Plato to trace the invention or emergence of epic, lyric, tragedy, comedy, historiography, and philosophy. How did the advent of writing transform oral culture? What are the implications of male control over public performance and the written record? How did mythological modes of thought develop into various expressions of "rationality": scientific speculation, historiography, and philosophy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for achievement in the arts and letters? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

First semester. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

Second semester. Professor Marshall.

25. Etruscan and Roman Women. An examination of the lives of Etruscan and Roman women from the earliest times through the late Empire. We will stress archaeological finds, but will also consult literary evidence. The emphasis of the course will be on the Roman Empire, when women's traditional social prestige was augmented by economic power attained through active involvement in business, industry, and trade. Three class hours per week.

First semester. Omitted 1993-94. Professor Will.

32. Greek History. An introduction to the political and artistic evolution of Greece from the Bronze Age to the death of Alexander as we know it from literary and archaeological evidence. We shall focus on the emergence of Greek culture from the Near East and the continuing struggle to maintain that independence; the process of urbanization and its impact on the arts; the aesthetic achievement and political failure of Athenian democracy in its conflict with Spartan oligarchy, as well as Sparta's subsequent inability to adapt to the needs of the times. Three class hours per week.

Second semester. Professor Sinos.

33. History of Rome. An introduction to Roman history from the founding and the Etruscan period to the reign of Marcus Aurelius. Our study will draw not only upon the major literary accounts of each period but also upon such material evidence as inscriptions, coins, sculpture, and architecture. We shall examine the political, social, and cultural implications of the expansion of Rome's empire. Special attention will be paid to the transition from the late Republic to the early Principate. How did Augustus redefine the institutions of the Republic? How did his successors interpret and modify his innovations? Our readings will be in English, largely in the ancient sources and will include the works of Livy, Cicero, Tacitus, Suetonius, and Plutarch. Three class hours per week.

First semester. Professor Montague.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between art and politics. Three class hours per week.

Second semester. Omitted 1993-94. Professor Sinos.

36. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will emphasize urban structures, houses and villas, sculpture, wall paintings, mosaics, furniture, dishes, food, and everyday objects. Three class hours per week.

Second semester. Professor Will.

39. Roman Archaeology: The City of Rome. The history and topography of the city of Rome from its founding to the age of Constantine. The archaeological evidence will be stressed, but Latin literature will also be used as a source of information. Three class hours per week.

First semester. Professor Will.

77, 78. Senior Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12.

First semester. Professor Montague.

1s. Introduction to the Greek Language. This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 11.

Second semester. Professor Griffiths.

11. An Introduction to Homeric Epic. The *Odyssey* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Griffiths.

12. Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Will.

15. Greek Tragedy. One or two plays of Euripides will be read with emphasis on poetic diction, dramatic technique and ritual context. Three class hours per week.

Requisite: Greek 12 or its equivalent. First semester. Omitted 1993-94. Professor Marshall.

16. Greek Drama. One or two plays will be read with emphasis on poetic diction, dramatic technique and ritual context. Three class hours per week.

Requisite: Greek 11 or its equivalent. Second semester. Professor Montague.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 1993-94 Greek 41 will read Aeschylus' *Agamemnon*. Seminar course.

Requisite: Greek 15 or 16 or consent of the instructor. First semester. Professor Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 1993-94 Greek 42 will study Greek Lyric Poetry. Seminar course.

Requisite: Greek 15 or 16 or 41 or equivalent. Second semester. Professor Griffiths.

77, 78. Senior Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

1. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase students' understanding of the English language and literary tradition. No previous knowledge of Latin is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Three class hours per week.

First semester. Professor Marshall.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We shall read selections from Virgil's *Aeneid*. Three class hours per week.
Second semester. Professor Marshall.

15. Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.
First semester. Professor Will.

16. The Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.
Second semester. Professor Sinos.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 1993-94 Latin 41 will study Roman Satire. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 1993-94 Latin 42 will study Virgil's *Georgics*. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or 41 or the consent of the instructor. Second semester. Professor Montague.

77, 78. Senior Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

RELATED COURSE

Readings in the European Tradition I. See European Studies 21.
Limited to 30 students. First semester. Professor Sinos and staff.

COLLOQUIA

12. The World Columbus Found: Pre-Columbian Civilizations of Latin America and the Caribbean. Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian and an anthropologist/archaeologist, guest speakers representing other disciplines will participate, making the course a true multi-disciplinary effort. One class meeting per week.

Limited to 30 students. Second semester. Omitted 1993-94. Professors Campbell and Proulx of the University of Massachusetts.

14. Personality and Political Leadership. What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, authoritarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Hitler, Stalin, Khrushchev, Kennedy, Nixon, Mahatma Gandhi, and Indira Gandhi. Finally, students will be asked to prepare their own psychobiographical sketches of past or current politicians.

Limited enrollment. Admission with consent of instructors. Second semester. Professors Demorest and W. Taubman.

20. Understanding Space and Time. This course is an introduction to selected problems about space and time drawing on the resources of both physics and philosophy. We will interweave the metaphysical views and questions of Zeno, Aristotle, Leibniz, Newton and Kant with the physical theories of Aristotle, Galileo, Newton and Einstein. Among the topics we will consider are: paradoxes concerning the possibility of motion, the possibility of space without matter, the status of symmetry principles and the principle of sufficient reason, and the implications of special relativity for our understanding of space and time. In connection with our discussion of relativity, we will introduce and develop some ideas and results from optics. No special knowledge of philosophy or physics is presupposed, and we hope to attract students with a wide range of backgrounds.

Limited to 20 students. Preference to Juniors and Seniors. Second semester. Omitted 1993-94. Professors Jagannathan and Vogel.

28. Re-Imagining the Human in a Technological Age. Every age is a technological age, yet to each is given the task of "re-imagining" itself in a new time and place. Ours is no different. This course intends to undertake this process.

First we will seek to confront the nature and function of technology within human experience in terms of its fundamental, spiritual potential. Recognizing alienation, homelessness, "the fall" as essential for self-conscious, responsible contemplation and action, we will examine dissatisfaction as an important impetus for change and technology as a means of resolution. Selected historical exemplars, including the Gothic cathedral and university, Rembrandt van Rijn and scientific inquiry, Caspar David Friedrich and Goethe the post-scientist, will reveal ways in which technology has served its full potential within particular artistic and scientific constraints. Certain Asian alternatives will silhouette both the variety and universality of our theme.

Second, we will address modern technology (computers, high speed transportation systems, telecommunication, medical research, energy, etc.) as texts in which we can read present-day images of ourselves and discover forces that shape the unconscious transformation of these images, until "dissatisfactions" create the need for conscious "re-imagining."

We will conclude with an attempt actually to re-imagine the human in our technological age. By focusing on technology as both a cause of the unique human experience of self-conscious existence and a solution to its problems, we will assess the figurative role of art and science to assure the creative rather than the destructive potential of technology. During this section, group projects (presentations, exercises, exhibitions and essays) will serve to articulate and demonstrate the process of re-imagining the present in order to envision the future.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1993-94. Professors Upton and Zajonc.

50. Philosophy of Mathematics. Reflection on mathematics has been central to the development of recent modern philosophy, especially that in the Analytic, or Anglo-American, tradition. It has also provided an important impetus to the development of certain branches of mathematics, e.g., mathematical logic and foundational studies.

This course will examine the three "classical" philosophies of mathematics developed and debated most intensely from the late nineteenth century until the 1930s: logicism, intuitionism, and formalism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content.

In discussing logicism, we will read work by Frege, Russell and Carnap. Some indication of how the technical goal of logicism was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them.

In the section on intuitionism, we will read papers by Brouwer and Dummett. This will proceed in tandem with an introduction to intuitionistic logic.

Finally, and at greatest length, we will discuss formalism (Hilbert's Program). Expository essays by Hilbert, Bernays, and von Neumann will be assigned. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs, as presented in Gödel's original 1931 paper. The course will conclude with reflections on the impact of Gödel's work on Hilbert's Program.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors A. George and Velleman.

75. Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." (Also Black Studies 81.) This course compares and contrasts the creative responses of Russians and African-Americans to Western standards of literacy that threatened to marginalize or erase the historic voices of an ethnic culture. In both instances, the cultural construction of an alternative literacy involved a definition of "soul" and a rhetoric based on "double consciousness." After examining the emergence of cultural nationalism among nineteenth-century Russian and African-American thinkers, we shall analyze specific attempts to characterize a cultural "essence" through the canonization of selected writings. Readings will include primary literary texts and secondary readings of them by influential cultural critics. We shall focus on critical responses to writings of Pushkin, Turgenev, Dostoevsky, Frederick Douglass, Richard Wright, and Zora Neale Hurston, paying particular attention to the construction of an ethnic discourse in the theoretical work of W.E.B. DuBois and Mikhail Bakhtin. The course concludes with a critical analysis of contemporary discussions of the "essence" of African-American and Russian cultural expression.

Open to Juniors and Seniors. First semester. Omitted 1993-94. Professors Gooding-Williams and Peterson.

Computer Science

See Mathematics and Computer Science.

ECONOMICS

Professors Beals (Chair), Kohler†, Nicholson, Westhoff, Woglom‡, and B. Yarbrough; Adjunct Associate Professor R. Yarbrough; Assistant Professors Barbezat, Rivkin, and Xu.

Major Program. All students majoring in Economics must successfully complete eight full-semester courses in Economics. The eight courses must include Economics 11, 13, 14, and 15, plus any four electives. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the four specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending Junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics 77 and 78.

To be admitted to the major, a student must demonstrate achievement in economics courses—a grade of C+ or higher in Economics 11 and a C+ or higher in Economics 13, 14, or 15, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 13, 14, and 15.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given early in the fall. Unless a student has done very well in

†On leave first semester 1993-94.
‡On leave second semester 1993-94.

Economics 11, it is strongly recommended that Economics 13, 14 and 15 each be taken in a separate semester.

Unless otherwise specified, all courses are open to Freshmen. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 22 Amherst College students. First semester. Professors Barbezat, Rivkin, Westhoff (Course Chair), Xu, and B. Yarbrough.

11s. An Introduction to Economics. Same description as Economics 11.

Each section limited to 22 Amherst College students. Second semester. Professors Kohler, Nicholson (Course Chair), Rivkin, Westhoff, and Xu.

13. Macroeconomics. This course develops the tools of modern macroeconomic theory to analyze the effects of monetary and fiscal policy on economic activity, inflation, and employment. The post-1961 experience in macroeconomic policy-making is then interpreted using the theoretical tools. The purpose of this exercise in interpretation is twofold: First, it should give the student an appreciation of what economists think they have learned about how monetary and fiscal policies can be used to meet macroeconomic objectives. Second, by pointing up remaining unresolved issues it should help explain why many widely respected economists have radically different views on the proper conduct of monetary and fiscal policy.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Woglom.

13s. Macroeconomics. Same description as Economics 13.

Second semester. Professor Xu.

14f. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Nicholson.

14. Microeconomics. Same description as Economics 14f.

Second semester. Professor Westhoff.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. This course and Mathematics 8 or 17 may not all be taken for credit. First semester. Professor Beals.

15s. Economic Statistics. Same description as Economics 15.

Second semester. Professor Kohler.

18f. Financial Accounting. The course introduces students to the concepts of financial accounting including the interpretation and analysis of financial statements. After these concepts have been introduced, the course will analyze how financial statements can be used to understand the operation and functions of organizations, both public and private. Attention will be given to how financial reporting facilitates internal control as well as external accountability of large organizations. Finally, the effect of accounting rules on economic decisions and thereby on the overall allocation of resources is examined. Specific examples in this area that will be covered include: the effects of depreciation rules on investment, the importance of foreign currency fluctuations, the treatment of inflation in financial statements.

Requisite: Economics 11. First semester. Professor Mannino of the University of Massachusetts.

21s. Problems of Economic Organization. This course examines the fundamental problems of economic organization, namely how to coordinate and motivate the members of an organization to work in coherent ways to advance members' interests in the presence of bounded rationality and imperfect information. Topics include the relationship between economic organization and efficiency; methods of coordination (especially, market versus nonmarket); and contracts as vehicles for motivation and compensation. Applications include changes facing firms in Eastern Europe and comparisons of labor policies in Japan and the United States.

Requisite: Economics 11. Second semester. Professor B. Yarbrough.

22. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 11. Not open to students who have taken Human Resources. Second semester. Professor Rivkin.

23s. The Economics of Women, Men, and Work. The family is analyzed as an economic unit that allocates time and labor between the household and the market. We consider how household income and labor force participation depend upon such influences as government tax and transfer programs, antibias legislation, and the availability of parental leave and child care. Related issues include the changing work patterns of men and women, recent demographic changes in household composition, the economics of divorce and fertility, the growing number of female-headed households, and the "feminization" of poverty. The remainder of the course focuses on the causes and extent of gender differences in occupation, joblessness, educational achievement, and earnings. Students will have opportunities for independent study including working with large, national data bases.

Requisite: Economics 11. Second semester. Omitted 1993-94.

24f. Industrial Organization. An examination of the structure and operation of the economic system of the United States. Particular emphasis will be placed upon how different types of markets and industrial structures can lead to various competitive (and anti-competitive) behaviors, and how these factors can affect the performance of the economy. We will also look at certain aspects of public policy and of current economic issues.

Requisite: Economics 11. First semester. Professor Beals.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The issues to be explored include: How and why do some parts of the ecosystem become resources with economic value while others do not? Property rights, regulation, taxes, and subsidies have all been used (and abused) to control the use of environmental and natural resources. How do societies choose among these methods? How does the structure of the social system affect this choice, with what consequences? Case studies will include air pollution and acid rain, solid waste disposal, the "greenhouse effect" and the depletion of stratospheric ozone, toxic substances regulation, exhaustible resources, renewable resources, and energy policy.

Requisite: Economics 11. First semester. Omitted 1993-94.

28. The Economic History of the United States. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We will begin with the colonial period and end with the Second World War.

Requisite: Economics 11. Second semester. Professor Barbezat.

30f. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?," the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. First semester. Professor Barbezat.

31. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income.

Requisite: Economics 11. First semester. Professor Westhoff.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Second semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. First semester. Professor B. Yarbrough.

34f. Money and Economic Activity. The course begins with an economic explanation of the monetary systems of exchange. Such systems begin by replacing barter with commodity monies such as gold, and gradually evolve into sophisticated systems using paper notes and bank deposits as money. The course will discuss the current U.S. monetary system. Next we turn to markets for insurance and bank credit. The last part of the course examines the level and term structure of interest rates, and the effects of financial markets on the general level of economic activity.

Requisite: Economics 11. First semester. Professor Xu.

36. Economic Development. A survey covering the principal theories of economic development and important problems and issues of public policy. Topics to be covered include agricultural transformation and rural development, industrialization and employment, trade and commercial policy, foreign investment and foreign aid.

Requisite: Economics 11. Second semester. Professor Beals.

37s. Topics in International Trade. An examination of current theoretical developments and policy issues in international trade. Topics include game-theoretic models of trade, the history and prospects of the General Agreement on Tariffs and Trade, the agenda for the Uruguay Round of trade negotiations, and the theory and practice of "strategic" trade policy.

Requisite: Economics 32. Second semester. Omitted 1993-94. Professor B. Yarbrough.

38f. Comparative Economic Systems. This course deals with different models and cases of economic systems (centralized socialism, market socialism, communal socialism, competitive capitalism, regulated capitalism) and evaluates each system by means of a common set of criteria (full employment, efficiency, growth, equity, and more). Case studies include the Soviet Union and other East European countries, China, the United States, the countries of Western Europe, Japan, and others still. The relationship of Marx's teachings to the practice of socialism is considered as well.

Requisite: Economics 11. Not open to students who have taken Socialist Economic Systems. First semester. Omitted 1993-94. Professor Kohler.

39s. The European Economic Community. The economic and political integration of western Europe is an important feature of the current world economy. In this course we will first trace the longstanding historical development of European integration, with special attention to the international industrial cooperation of the 1920s and 1930s. With this background we will then discuss and assess the Community's structure and operation from the 1950s until the present. Topics will include tariff policies, agricultural policies, monetary and fiscal policy coordination, regional development, industrial policies and development strategies, and US-EEC relations. Rather than viewing the EEC as an organization representing equally each of its member's aims, we will examine the conflicting national goals of the Community's members and how these conflicts affect policies.

Requisite: Economics 11. Second semester. Professor Barbezat.

40. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Second semester. Professor Nicholson.

41s. Seminar in the Economics of Organization. Economics is the study of the allocation of scarce resources among competing ends. This course focuses on the role of alternative forms of organization in the allocation process. We examine the evolution of institutions to facilitate mutually beneficial exchange; such institutions include customs, families, markets, common law, property rights, the state, and international organizations. The central question concerns how and under what circumstances potential economic conflict can be turned into cooperation. Although the perspective is primarily that of economics, readings are taken from anthropology, biology, sociology, international relations, and political science as well.

Requisite: Economics 14. Limited to 15 students. Second semester. Omitted 1993-94. Professor B. Yarbrough.

43s. New Classical Economics. An upper-level course studying the New Classical school of macroeconomics. We will trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we will look at the fundamental challenges posed by New Classical economics to the way macroeconomics view the relationships between economic theory, measurement and policy advice. Students will write a research paper applying the ideas developed in the course to a macroeconomic topic of their choice.

Requisite: Economics 13. Second semester. Omitted 1993-94. Professor Woglom.

44. Corporate Finance. This course explores the efficient allocation of capital (the investment decision) and the capital-raising ability (the financing decision) of the corporation. Among the topics to be covered are: the market for corporate control, agency theory, the capital budgeting decision, cost of capital estimation, the capital structure decision, and capital market efficiency as it relates to the firm. The course will blend theory with application.

Requisite: Economics 14. Limited to 35 students. Second semester. Omitted 1993-94. Professor Woglom.

45. Evaluating the Social Safety Net. This course examines a number of social programs in the United States including Social Security, Medicare, Unemployment Compensation, Aid to Families with Dependent Children, and a variety of education and training initiatives. The purpose of this examination is not only to show how these programs operate, but also to illustrate how economic and statistical tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Requisite: Economics 15. First semester. Professor Nicholson.

46. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. The particular issues examined will vary from year to year but will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 or equivalent and some knowledge of economic theory. Second semester. Professor Beals.

77. Senior Honors. Independent work under the guidance of an advisor assigned by the Department. Open to Senior Economics majors with a grade point average in Economics courses of 10.00 or higher and the consent of the Department. Students intending to take this course and its continuation, Economics 78, must submit a proposal to the Department before the end of the preceding spring semester.

First semester.

78. Senior Honors. Open to Senior Economics majors with the consent of the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Cameron (Chair), Chickering (Director of Studies), Cody‡, Guttmann, Heath, O'Connell, Peterson, Pritchard*, Rushing‡, Sofield†, and Townsend; Writer-in Residence Phillips; Visiting Writer D'Aguiar; Associate Professors Cobham-Sander‡ and Parker; Assistant Professors Barale*, Frank, Katz, and Sánchez-Eppler; Senior Lecturer von Schmidt; Five College Fellows Carter-Sanborn and Johnson.

Major Program. The English Department acknowledges that a variety of interests and motives leads students to declare a major in English and that a variety of disciplines and modes of study intersect within the curriculum of the Department. Rather than require a particular sequence of courses for all students, the Department views its responsibility as a contract with the student to provide guidance, criticism and support as the student plans his or her own course of study.

Students who elect a major in English must complete eight courses offered or approved by the Department, including at least one course numbered 1 to 20 and one of the upper-level seminars numbered 75. The latter courses are normally open only to Juniors and Seniors, are usually limited to fifteen students, and emphasize independent inquiry, critical and theoretical issues, and extensive writing. Successful completion of English 75 satisfies the Comprehensive requirement in English.

In addition to at least one course numbered 1 to 20 and English 75 students majoring in English must, upon entering their Senior year, formally define an *area of concentration* within their major. That is, they must designate three courses which they understand to be inter-related and provide a brief statement which defines that relation. (The choice of courses and description of the area of concentration may be revised as late as the end of the add/drop period of their last semester.)

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*On leave 1993-94.

†On leave first semester 1993-94.

‡On leave second semester 1993-94.

The English Office and the student's advisor will keep a record of all courses (including required courses) a student has chosen to fulfill the major requirement, plus the designation of three courses of concentration and the student's statement concerning the area of concentration. No more than two courses not offered formally by the Department may be counted as constituent parts of the major program, except with the recorded permission of the student's advisor.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial, English 87/88, for either one or for both semesters. Appropriate tutors are assigned to students whose applications have been approved. The Tutorial provides an opportunity for independent study to any Senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin Honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Honors Program. The Department awards honors to Seniors who have achieved distinction in course work for the major and who have also demonstrated, in submitted samples of extensive writing, a capacity to excel in composition. Normally, students will be considered for the degree *cum laude* only if they have achieved a qualifying grade average of B+ in courses approved for the major; the degree *magna cum laude* normally presupposes an A− average; *summa cum laude* is recommended only when truly exceptional levels of achievement have been attained.

No student will be considered for honors without having submitted a portfolio of extensive writing (usually between 50 and 70 pages) to be evaluated by a committee of three Departmental readers. The materials included in the portfolio may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics and composition courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these latter must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute or otherwise comments thoughtfully upon the writer's acts of interpretation and composition). The portfolio is forwarded to the Department by the student's designated tutor or major advisor; that faculty sponsor then convenes a committee of faculty readers appointed by the Department Chair. The committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

3. Reading and Writing. Our subject is various imaginative uses of the English language, such as poetry, fiction, the drama, autobiography, essays, history—sometimes in translation. Weekly practice in writing about these uses with the aim of refining one's critical skill. For fall 1992 the reading list included an anthology of poetry, Shakespeare, Racine (trans. Richard Wilbur), Faulkner, and Jane Smiley. The course is conceived of as relevant to students at any level of skill in reading and writing, including those with a background of advanced literary study in high school. Three class hours per week.

Sections limited to 20 students. First semester. Omitted 1993-94.

4f. Representing Sexualities in Word and Image. A course in critical reading and interpretation which concentrates on a range of texts drawn from the culture at large—movies and TV as well as traditional and non-traditional literary texts—in order to discover interesting intersections between gender and sexuality. Particular attention will be paid to the representation of same sex sexualities. Frequent writing exercises.

Sections limited to 20 students. First semester. Omitted 1993-94.

4. Representing Sexualities in Word and Image. Same description as English 4f.

Sections limited to 20 students. Second semester. Professor Parker.

6f. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies created jointly with the students they are meeting with in Holyoke, etc. Among the texts for the course: John Stuart Mill, *Autobiography*, Sylvia Ashton-Warner, *Spearpoint*, Tracy Kidder, *Among Schoolchildren*, Jonathan Kozol, *Savage Inequalities*, Nicholasa Mohr, *El Bronx Remembered*, Eudora Welty, *Losing Battles*, and Judith Ortiz Cofer, *The Line of the Sun*. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Sections limited to 20 students. First semester. Professors Cobham-Sander and Katz.

6. Reading, Writing, and Teaching. Same description as English 6f.

Sections limited to 20 students. Second semester. Professors Frank and Sánchez-Eppler.

7. Writing and Everyday Reading. What do people "do" with what they read? The course will approach reading as an act of consumption and appropriation, asking students to track the use to which their imaginations put the content (i.e., the words, characters, information) of everyday reading. Texts will include Genet's *Miracle of the Rose*, essays in psychology and anthropology, as well as reading in comic book literature and documentary film. Frequent writing.

Limited to 20 students. Preference given to first-year students. First semester. Omitted 1993-94. Professor Katz.

9. Writing and Self-Creation. Readings in memoirs, autobiographies, and other autobiographical works with an eye to understanding how we create ourselves textually. Readings in the past have included Maxine Hong Kingston, *Woman Warrior*; Robert Lowell, *Life Studies*; Vladimir Nabokov, *Speak, Memory*; Studs Terkel, *Working*; Eudora Welty, *One Writer's Beginning*; William Wordsworth, *The Prelude*; and two films (Joyce Chopra, *Joyce at 34*; and Federico Fellini, *8 1/2*). Frequent writing—at least one short paper every week.

Sections limited to 20 students. Preference given to Freshmen. First semester. Professors Heath, Peterson, and Townsend and Lecturer von Schmidt.

12. Reading Poetry. A first course in the critical reading of selected major English and American poets. Attention will be given to prosody, poetic forms, and other matters of technique, as well as to the implications of various manners of reading. Three class hours per week.

Second semester. Professor Chickering.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Second semester. Omitted 1993-94. Professor Pritchard.

16. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two two-hour class meetings and two screenings per week.

Second semester. Professor Cameron and Lecturer von Schmidt.

21. Writing Poetry I. The class will combine the poetry workshop format—where members read and discuss each others' work—with learning about traditional forms, meter, and other elements of prosody. Open to anyone interested in writing poetry and learning about the rudiments of craft. Please submit a writing sample to the English Department Office.

Admission with consent of the instructor. Limited to 15 students. First semester. Visiting Writer D'Aguiar.

22. Writing Poetry II. Same description as English 21.

Second semester. Visiting Writer D'Aguiar.

23s. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual and social experiences.

Open to Juniors and Seniors. Limited enrollment. Second semester. Lecturer von Schmidt.

25s. Introduction to Poetry Writing. A first course in poetic composition. Emphasis will be on experimentation as well as on developing skill and craft. Some readings from twentieth-century poets. Workshop (discussion) format.

Two class hours per week plus individual and group conferences. Students must submit samples of writing to the English office.

Limited to 15 students. Second semester. Omitted 1993-94.

26f. Introduction to Fiction Writing. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format. Students must submit samples of writing to the English office. Two class hours per week plus conferences.

Limited enrollment. First semester. Professor Frank.

27. Writing, Writers, and Society. Students will have already written a substantial body of work and will either be considering, or actually engaged upon, a Senior Creative Writing project. Weekly workshops will examine different ways in which each student might re-approach his or her writing. In addition, each student will produce a major paper on a contemporary author, looking at both the author's work and his or her life. The course will examine the role of the writer in society, the effect of the media on a writer's development, and the industry of publishing. Students should submit samples of their writing to the English office. One two-hour class meeting per week.

Requisite: Completion of a previous course in writing. Open to Juniors and Seniors. Admission with consent of the instructor. Limited to 20 students. First semester. Writer-in-Residence Phillips.

28. Advanced Fiction Writing. Students must have completed a previous course in writing, or have a very substantial body of work. Students will read the work of established authors. They will also write a piece each week, the emphasis being upon the principles of form and technique. Students must submit samples of their writing to the English office. One two-hour class meeting per week.

Requisite: Completion of a previous course in writing. Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. Second semester. Writer-in-Residence Phillips.

30f. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. In the fall of 1993 we will read *The Parliament of Fowls, Troilus and Criseyde,* and some shorter poems. English 30f prepares students for the English 75 seminar on *The Canterbury Tales*. Three class hours per week.

First semester. Professor Chickering.

31. Performance of African-American Literature. This course will explore the African-American novel as both a literary and a cultural text. Reading these novels as literary texts, we will discuss narrative structure, plot construction, literal and figurative language, and closure. Reading them as cultural texts, we will discuss historical (political and social) dynamics of these novels as they reflect the African-American experience.

Through solo, duo, and group performances we will also examine how all of these elements may be understood more meaningfully if we shift the emphasis from the author/reader relationship to that of performer/audience. Novels by Toni Morrison, Zora Neale Hurston, Gayl Jones, Gloria Naylor, and others. Two class meetings per week.

Not open to Freshmen. Limited to 15 students. First semester. Five College Fellow Johnson.

32. Authenticity and Audience: The "Third World" in the Literary Marketplace. This course proposes to examine the implications of what Trinh T. Minh-Ha has called "specialness," or the distinctiveness of "ethnic" or "third world" experience, as it is represented and *consumed* in the literary marketplace (including classes like this one). That consumption has a discourse of its own, centered on often conflicting demands for authenticity. The test of authenticity for one reading community might be a book's perceived *difference* from that community's own experience; for another community (usually the one the author is perceived as coming from), the same book must represent a *familiar* experience to pass the test. Some questions we will address: How might "ethnic" writing and production both expose itself to and insulate itself from critique via claims to authenticity? How does an author negotiate others' demands for a certain kind of authenticity, and his or her own deeply felt (authentic?) need to consolidate identity by returning to ethnic origins? In the context of mainstream literary reviews and other theoretical/polemical statements concerning the meaning of ethnic experience, we will study texts by authors including W.E.B. DuBois, Richard Wright, Zora Neale Hurston, Leslie Silko, Louise Erdrich, Paula Gunn Allen, Sandra Cisneros, Richard Rodriguez, Gloria Anzaldúa, Maxine Hong Kingston, Frank Chin, and Trinh Minh-Ha. Students will be expected to complete weekly writing assignments. Two class meetings per week.

Not open to Freshmen. Limited to 25 students. Second semester. Five College Fellow Carter-Sanborn.

33. Sixteenth-Century English Literature. An introduction to poetry and drama by the major writers from Thomas Wyatt to John Donne, including Philip Sidney, Edmund Spenser, Walter Ralegh, Thomas Kyd *(The Spanish Tragedy)*, Christopher Marlowe *(Dr. Faustus)*, William Shakespeare *(A Midsummer Night's Dream, 1 King Henry IV, Hamlet)*, Ben Jonson, and John Webster *(The Duchess of Malfi)*. Prose works by Thomas More *(Utopia)*, Erasmus *(Praise of Folly)*, Castiglione *(The Courtier)*, Machiavelli *(The Prince)* will be read in translation. Topics such as mythology, wit, courtly life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches. Frequent writing.

First semester. Professor Cody.

34. Tudor-Stuart Satire. Satirical drama approached through the topic of boy companies and puppet shows. Dramatists to include Lyly, Chapman, Marston, and Jonson. Attention will be also given to theorists (historical and contemporary) on the uncanniness of puppets and the peculiar powers of miniaturization. Studio work in basic puppetry amd animating matter.

Second semester. Omitted 1993-94. Professor Katz.

35. Shakespeare. Readings and discussions of selected plays. Coached dramatic readings by students in class, and short highly focused critical papers. In the fall of 1993 we will read *Romeo and Juliet, A Midsummer Night's Dream, 1 Henry IV, Othello, Hamlet*, and *The Tempest*. Three class hours per week.

Not open to Freshmen. First semester. Professor Chickering.

36. Shakespeare. Readings and discussions of selected plays. Three class hours per week.

Limited to 50 students. Second semester. Professor Katz.

37s. Seventeenth-Century English Literature. An introduction to poetry, drama, prose by the major writers from Ben Jonson to John Dryden, including John Donne, Robert Herrick, George Herbert, Andrew Marvell, John Milton, with reference wherever relevant to the poetry and drama of William Shakespeare *(Macbeth, Antony and Cleopatra, The Tempest)*. Prose works by Francis Bacon, Thomas Hobbes, John Bunyan, John Locke will be read in excerpts. Topics such as satiric comedy *(Volpone)*, "metaphysical" lyric, the new philosophy, monarchy and puritanism, the rise of English prose style, pastoralism, epic *(Paradise Lost)* and mock epic *(Absalom and Achitophel)* will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Second semester. Omitted 1993-94. Professor Cody.

38. Major English Writers I. Readings in some poets and prose writers from the seventeenth and eighteenth centuries such as Donne, Jonson, Herbert, Marvell, Milton, Dryden, Swift, Pope, Johnson. What sorts of pleasure and instruction do these writers afford a reader in the 1990s? Three class hours per week.

Second semester. Professor Sofield.

39s. Major English Writers II. Readings in some poets and prose writers from the nineteenth century such as Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, John Stuart Mill, Matthew Arnold, Tennyson. What sorts of pleasure and instruction do these writers afford a reader in the 1990s? Three class hours per week.

Second semester. Omitted 1993-94. Professor Pritchard.

40. The Eighteenth-Century English Novel. Exploring the relations between aesthetic experience and socioeconomic phenomena, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' conceptions of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Fielding, Sterne, Smollett, Burney, and Edgeworth.

Second semester. Professor Frank.

41s. Readings in Romantic Poetry. A consideration of some ways in which the poetic imagination was shaped by, and helps us to shape, the narrative of political and cultural change at the end of the eighteenth and beginning of the nineteenth century. Poets to be read include Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron. Three class hours per week.

Second semester. Professor Heath.

42. Nineteenth-Century English Fiction. A selection of major nineteenth-century English novels. Discussion will focus on the representation of sexuality, nation, and socio-economic class. Works will include: Jane Austen's *Mansfield Park*, Benjamin Disraeli's *Sybil*, Emily Brontë's *Wuthering Heights*, Charles Dickens' *Our Mutual Friend*, Anthony Trollope's *Barchester Towers*, and George Eliot's *Adam Bede*.

Second semester. Professors Parker and Sánchez-Eppler.

43. Story and History in English Fiction, 1910-1950. A study of the ways in which some English novelists of the first half of this century used a variety of fictional forms to perceive and narrate connections between historical and social events, or places, and their visions of personal or private experience. Writers to be read will include most of the following: Joseph Conrad, Ford Madox Ford, E.M. Forster, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Elizabeth Bowen, Graham Greene, George Orwell. Three class hours per week.

Limited to 50 students. First semester. Professor Heath.

44. Literary History of the Great War 1914-1918. The war considered from the English-speaking point of view as a subject of memoir, fiction, and poetry. The approach taken is biographical, studying the lives and war experience of selected English and American writers: Vera Brittain, Charles Carrington, Eleanor Farjeon, Robert Graves, Ernest Hemingway, D.H. Lawrence, Frederic Manning, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon, Edward Thomas, Rebecca West, Virginia Woolf, and others. Some reference to contemporary writers in the modern movement: Pound, Eliot, Gertrude Stein; and to the way the war has been written about from the historical and literary critical points of view: Fussell, Keegan, Orwell, Taylor, Trevelyan, and Woodward.

Second semester. Omitted 1993-94. Professor Cody.

45s. Twentieth-Century British Poetry. Readings and discussion. The syllabus will include Hardy, Yeats, Eliot, Auden, and Larkin. Some attention to other poets (Housman, Edward Thomas, Graves, MacNeice, more recent figures). Three class hours per week.

Second semester. Omitted 1993-94. Professor Pritchard.

46. Contemporary British Poetry. More poets are writing and publishing in Britain today than ever before. Who are the major voices among the younger poets? What are they writing about? We will combine reading books with listening to recordings of poets reading their work with class discussion. A couple of authors may visit and read.

Limited enrollment. Second semester. Visiting Writer D'Aguiar.

47. Modern Satiric Fiction. Readings from various English and American novelists of this century, such as Ford Madox Ford, Evelyn Waugh, Wyndham Lewis, Anthony Powell, Kingsley Amis, Ivy Compton-Burnett, Faulkner, Flannery O'Connor, Eudora Welty, Mailer, Bellow, Updike, Roth, Pynchon, J.F. Powers. Three class hours per week.

Limited to 50 students. First semester. Omitted 1993-94. Professor Pritchard.

49. The Mode of Romance. A study of the literature of desire. Attention will center on the special status of the themes of love and adventure in Western fiction, on the relation between these themes, and on the narrative forms in which they occur. A wide range of texts from medieval lyric and chivalric fiction to soap opera and the movies, together with theoretical writing on desire from Plato, Saint Augustine, Hegel, and psychoanalytic discourse. Three class hours per week.

Not open to Freshmen. First semester. Omitted 1993-94. Professor Cameron.

50. Lesbian Literature. The title of this course is easier to say than it is to define, and so it is precisely with the task of definition that this course will concern itself. Each word of the title seems denotatively clear, but what does it mean to modify a literature by a sexuality? Where does the lesbian of "lesbian literature" reside? In the text? In its author? In the reader? What if the text's author is a lesbian but the author's text is concerned primarily with heterosexuality? What if a heterosexually authored text is read by a lesbian? Can a heterosexual write a lesbian text? Can a man? In our effort to untangle some of these definitional problems we shall read, among others, such authors as Stein, Cather, Jewett, Schulman, and Brown, as well as some of the recent critical theory on lesbian representation.

Second semester. Omitted 1993-94. Professor Barale.

51s. Science Fiction. Surveying a range of classic and contemporary texts in the genre of science fiction, this course will explore the relation between the politics of world-making and the technologies of literary representation. Special attention will be accorded to questions of gender, race, class, sexuality and nation as these affect the construction of fictional worlds.

Not open to students enrolled in English 12 in 1990-91. Second semester. Omitted 1993-94. Professors Barale and Parker.

52f. Reading Gender, Reading Race. (Also Women's and Gender Studies 25.) An introduction to reading literary representations of gender through the lens of race and reading literary representations of race through the lens of gender. Acts of representation are central to every culture; it is through such activity that cultural meaning, valuation, and structure—including those surrounding gender and race—are taught, learned, affirmed, challenged, enforced, changed. Through close attention to the texts and frequent writing assignments, the course will consider the ways in which a variety of texts both reflect and create not only their cultures' understanding of what it means to be a woman or a man, but also the ways in which our understandings of a gendered self are filtered through racial identities. Readings will be drawn from examples of fictive and non-fictive prose, drama, autobiography, and oral history.

First semester. Omitted 1993-94. Professor Barale.

53s. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. Second semester. Professor Peterson.

54f. "The Linguistic Turn": Language, Literature and Philosophy. A first course in literary theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this course is less an introduction to linguistics per se than a more general meditation on some of the reasons why language has attracted the intense fascination of a growing number of disciplinary practices.

Open to Freshmen with consent of the instructor. First semester. Professor Parker.

55. Perceptions of Childhood in African and Caribbean Literature. (Also Black Studies 29.) "One is not born a woman: one becomes a woman." One also becomes a man and the same process may be observed in the formation of ethnic, class or religious identities. This course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. The authors' various methods of ordering experience through the choice of literary form and narrative technique will be examined, as well as the child/author's perception of his or her society. Readings are taken from Camara Laye, Wole Soyinka, Ellen Kuzwayo, Derek Walcott and Simone Schwarz-Bart among others. French texts will be read in translation. Three class hours per week.

Open to Freshmen with consent of the instructor. First semester. Professor Cobham-Sander.

56f. Shakespeare's Stage Geography. (Also Theater and Dance 85.) See Theater and Dance 85 for description.

First semester. Professor Katz and Resident Artist Lobdell.

57. Issues of Gender in African Literature. (Also Black Studies 44f.) This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from among more recent work by writers like Farah, Aidoo, and Dangarembga.

Not open to Freshmen. Preference will be given to students who have completed a previous course on African literature, history, or society. First semester. Omitted 1993-94. Professor Cobham-Sander.

59. Studies in the Literature of Sexuality. The course aims to introduce students to contemporary discourse in the study of sexuality, particularly in the humanities. Topics will change from year to year; no version of the course will aim to be comprehensive.

The topic for fall 1993 will be "Horror, Homophobia and the Sexual Abject." Fictions of the monstrous and the uncanny from the last two centuries will be interpreted in the light of recent theories of sexuality. Readings and viewings from *Frankenstein* and "The Sandman" to *Dracula* and *The Memoirs of Dr. Schreber* to David Lynch and David Cronenberg. Theoretical writing by Freud, Foucault, Kristeva, Sedgwick and others.

Not open to Freshmen. First semester. Professor Cameron.

60. Native American Expressive Traditions. The course is intended as an introduction to the verbal artifacts in the expressive traditions of several native North American cultures. For 1993 the course will concentrate on selected and different American Indian cultures from the Northern and Southern Plains, the Great Lakes, and the Southwest. There will be a special emphasis on "holy men" among the Lakota and on the long history of an Ojibwa written literature whose most recent practitioners are Gerald Vizenor and Louise Erdrich. Although we will attempt to gain some notion of native American cultures as they might have been before contact with the European invaders, we will concentrate on them as cultures necessarily in change among a peoples recurrently threatened with cultural, if not physical extinction. Complex issues of cultural identity and politics, of racism, and of Euro-American colonialism will be central. These cannot be separated from discussion of our own status as students of any of these cultures. Students enrolling in the course will be expected to do extensive independent research and writing.

Recommended: English 61 or American Studies 11 (1990 and 1991). Not open to Freshmen except with consent of the instructor. Second semester. Professor O'Connell.

61s. Studies in American Literature. Is there an American literature? Or only a series of particular political and cultural constructions serving ideological ends and shifting over time? By what criteria might we denominate any text as "American"? In examining these questions the course will explore how any definition of American literature codifies specific assumptions about genre and language (must all American texts be written in English?), about gender and class, race and ethnicity. Discussion will be shaped by reading a wide variety of texts: creation myths and oral narratives, novels and romances, histories and chronicles, diaries and autobiographies, sermons and conversation narratives, poems and political discourse.

The course begins with Columbus's *Four Voyages* and then moves to four contemporary twentieth-century books: Maxine Hong Kingston, *The Woman Warrior;* Leslie Marmon Silko, *Storyteller;* Toni Morrison, *Beloved;* and Russell Banks, *Continental Drift*. Then, moving back nearly five centuries, we read some Meso-American and North American Indian writing, anticipations in European literature of the discovery of a New World, and accounts of the European exploration, conquest, and colonization of the Americas.

Not open to Freshmen. Second semester. Professor O'Connell.

62f. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

Not open to Freshmen. First semester.

1. AMERICAN LITERATURE IN THE AGE OF DEMOCRACY. American literature has commonly been seen as coming of age at the same time as the United States sought to become truly democratic in the years between 1820 and 1865. Yet there was little precedent for, or agreement on, what democracy entailed. Slavery, the denial of women's rights, the ongoing efforts to destroy Native American cultures and confiscate their lands, and imperial projects like the Mexican War more than cast doubt on the democratic project. Writers like Emerson, Thoreau, Melville, Harriet Beecher Stowe, Hawthorne, Frederick Douglass, and Whitman created works forged in these struggles and engaged in imagining what a fully democratic society might be and require. Their attempts to invent new literary forms were integral to their explorations. Among the readings for the course will be De Tocqueville, *Democracy in America*, Whitman, *Democratic Vistas* and *Leaves of Grass*, Emerson's essays, William Apess, *A Son of the Forest*, Melville, *Moby Dick*, Douglass, *Narrative of the Life of an American Slave*, Stowe, *Uncle Tom's Cabin*, and others.

Professor O'Connell.

2. WRITING AND REFORM. This course will treat literature as a response to and even in some cases a participant in the reforming ferment of the antebellum period. The writings of Child, Dickinson, Douglas, Fuller, Hawthorne, Melville, Sedgwick, Stowe, Whitman, Wilson and selected slave narratives will be read in conjunction with historical discussions and documents on temperance, moral reform, abolition and women's rights.

Such an approach should help us assess how these efforts to reform American society influenced the intellectual climate of the period, effecting both the themes and style of American literature. Conversely, we will go on to ask how these literary texts worked to change the way that political and social issues were understood.

Omitted 1993-94. Professor Sánchez-Eppler.

3. LEAVING THEIR FATHERS' HOUSES. In the period of rapid industrialization and economic expansion following the Civil War, some American men found unprecedented opportunities. The texts we will read, by both men and women, both canonical and popular writers, examine the nature and value of the achievements of such men and the concomitant, less successful struggle of their daughters to redefine their place in a changed America. Texts will include works by Oliver Wendell Holmes, William Dean Howells, Henry James, Edith Wharton, and Augusta Evans Wilson.

Omitted 1993-94. Lecturer von Schmidt.

63. American Renaissance. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, Dickinson, and James. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.

Not open to Freshmen except with consent of the instructor. First semester. Professor Guttmann.

64f. Realism and Modernism. A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century, with special attention to changing conceptions and renderings of racial and sexual differences. Readings from the work of Howells, James, Twain, Chesnutt, Crane, Dreiser, Chopin, Jewett, Stein, Hemingway, Toomer, and Larsen. Three class hours per week.

First semester. Omitted 1993-94. Professor Townsend.

65. African American Literature: A Survey. The course examines the development of African American literary traditions from the eighteenth through the twentieth century. Slave narratives, sermons and songs, short stories and novels, autobiography, polemic, and speeches will be among the forms studied. The grounding of all of African American literature in a world of oral storytelling, preaching, music, and talk will receive particular attention. Writers included are Olaudah Equiano, Phylis Wheatley, Frederick Douglass, Martin Delaney, Charles Chesnutt, Frances Harper, James Weldon Johnson, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, and Toni Morrison. Three class hours per week.

First semester. Professor O'Connell.

66. Major African-American Authors. The course examines the complete works of two or three writers who are closely related in such areas as genre, aesthetics, ideology, period, and so on. We approach the texts through close readings that engage the student directly with a particular focus involving any of the above-listed areas. In addition to the primary texts, secondary sources are used to examine contemporary critical approaches to the literature. Three class meetings per week.

Second semester. Omitted 1993-94.

67s. Literature of the Civil Rights Movement. A reading of the literary and political strategies represented by Booker T. Washington's *Up From Slavery,* W.E.B. DuBois' *The Souls of Black Folk,* Richard Wright's *Native Son,* and Ralph Ellison's *Invisible Man;* direct and indirect treatment of the movement in works by Baldwin, Brooks, Elder, Hansberry, Jones/Baraka, and Malcolm X; and the retrospective view of Alice Walker's *Meridian.* Three class hours per week.

Second semester. Professor Townsend.

68. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to Freshmen. Limited to 20 students. Second semester. Professor Guttmann.

69s. American Men's Lives. A study of what it is and what it has been to be a man in America, of the ways men have imagined, defined, presented themselves as men (and the ways "others" are therefore envisioned) in autobiographical works and fictions by Parkman, Whitman, Melville, Norris, James, Wright, Baldwin, Hemingway, Updike, and Mailer, and films by Cassavetes and Scorcese.

Not open to Freshmen except with consent of the instructor. Second semester. Professor Townsend.

70. Twentieth-Century American Poetry. Readings and discussion. The syllabus will include Frost, Stevens, Pound, Williams, Moore, Bishop, Jarrell, Lowell, Wilbur, Hecht, and Merrill.

Second semester. Omitted 1993-94. Professor Sofield.

71. Readings in American Literature. The topic varies from year to year. This year we will focus on the poetry of Emily Dickinson. "Tell all the Truth—But tell it slant" she advised, and this course will attend to both truth and slant, by exploring how Dickinson's poems distill and disguise her social world. We will especially heed issues of sexuality and gender, death and divinity, authorship and the limits of knowing and saying. In order to grasp what Dickinson's poems express and what they refuse to name we will compare her work with that of some of her contemporaries, including Harriet Jacobs, Walt Whitman, Lydia Sigourney, Nathaniel Hawthorne, Helen Hunt Jackson and Harriet Beecher Stowe. Two class meetings per week.

First semester. Professor Sánchez-Eppler.

72f. Oral Traditions, Literature, and Culture. An exploration of the differences between the oral and the written and the printed and their consequences in and for cultures. The emphasis in the course will be both upon oral traditions which predate the invention of the printing press and upon the persistence of the oral into the twentieth century. To conduct our exploration we will look at some of the range of theoretical writing on these matters, at a few ethnographies, and at forms of storytelling in families and among different ethnic groups in the United States, at jokes and lore in contemporary occupational settings, at the Navajo *Dine Bahane* and other Native American oral forms, at African American talk, stories, and writing, and at two books with an especially rich and complex relationship to oral expressive forms: Toni Morrison's *Beloved* and Leslie Marmon Silko's *Storyteller*.

Not open to Freshmen except with consent of the instructor. Limited to 35 students. Recommended: English 61 or 74. First semester. Omitted 1993-94. Professor O'Connell.

73s. "This New Yet Unapproachable America": Contemporary Literature by Asian-Americans and Latinos. The phrase is Emerson's and it speaks as fully now as when he wrote it to the constant remaking of American culture by the coming together in this country of many different peoples. The focus of the course will be on the extensive and diverse new body of writing produced in the last two decades by "Asian Americans" and by "Latinos." These two names, in their inadequacy, suggest something of the "unapproachable," for they gather under one heading writers and cultures with very different histories. So we will begin to look at writers from a few of the many different Asian cultures in the United States and at a selection of those rooted in the Spanish-speaking worlds. Among the questions guiding the inquiry: Does this writing simply represent the latest in a succession of writers from relatively "new" ethnic groups? Are there commonalities of experience joining otherwise very different ethnic cultures in the United States? Are there substantially new uses of language and invented forms evident in any of the writing?

Not open to Freshmen. Recommended: English 61. Second semester. Omitted 1993-94. Professor O'Connell.

74. Democracy, Culture and the Media. A seminar for students interested in exploring the media of television, "the news," and advertising. Our inquiry will be shaped by questions about whose versions of culture, politics, and the society are broadcast, for whom they are intended, and what alternative accounts and expressions might be available. The central exploration involves the problem of how different groups of Americans construct culture and politics for themselves, define a collectivity, and are persuaded of the "truth" of a vision of the world. Class, race, and political conflict, the shape of some Americans' work lives, ourselves as historical actors and objects, will provide the examples through which the course is conducted. Two seminars, four class hours, per week.

Not open to Freshmen. Sophomores may take the course with consent of the instructor. Limited to 35 students. Second semester. Omitted 1993-94. Professor O'Connell.

75. Seminar in English Studies. Four sections will be offered in the first semester 1993-94.

1. THE LITERATURE OF BRITAIN'S FIRST EMPIRE. A study of the relation between economic expansion and literary form in British literature from the Restoration to the mid-eighteenth century. Particular attention will be paid to the uses of the colonial "other" in the construction of Augustan "man," to the glamour of the commodity and its threat to the moral life of the community, and to the role of representations of women in imperialist ideology. Works by Locke, Dryden, Behn, Defoe, Pope, Swift and Lillo, as well as such theorists as Said, Todorov, and Marx. Three class hours per week.

   Professor Frank.

2. HYSTERIA AND AMERICA: STORIES AND HISTORY. During the late nineteenth and early twentieth centuries the medical practice of treating hysteria with the physical confinement of bed-rest was gradually replaced by the verbal outpourings of the psychoanalytic "talking cure." This transition reflects changing attitudes towards women—who were always associated with hysteria—alterations in the preferred mechanisms of social control from the external to the internal, and a changing understanding of the relation between representation—telling one's story—and physical and social realities. We will explore these changes and the relations between them through the reading of medical texts and female advice books, Freud's works on hysteria, especially his case study "Dora," selections from the writings of Cixous and Foucault, and a variety of American literary texts including Charlotte Perkins Gilman's *The Yellow Wallpaper*, Alice James's *Letters* and *Journals*, Henry James's *The Bostonians*, Sylvia Plath's *Ariel*, and Hilda Doolittle's *Tribute to Angels* as well as selections from her *Tribute to Freud*. Two class meetings per week.

Professor Sánchez-Eppler.

3. THE JAMES FAMILY. A study of the lives and writings of the most prominent Jameses. Readings will include R.W.B. Lewis, *The Jameses*, selections from the essays and lectures of Henry James, Sr., and of his son William, the diaries of his daughter Alice, selected short stories and autobiographical texts of Henry James and, from among his novels, *The American*, *The Portrait of a Lady*, *The Bostonians*, and *The Golden Bowl*. Two class meetings per week.

Professor Townsend.

4. CREATING A SELF: BLACK WOMEN'S TESTIMONIES, MEMOIRS, AND AUTOBIOGRAPHIES. Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

Professor Rushing.

75s. Seminar in English Studies. Five sections will be offered in the second semester 1993-94.

1. CHAUCER THE POET. A study of poetic problems in *The Canterbury Tales* and their relation to current issues in literary theory and to feminist and deconstructive approaches. The first weeks will include a review of Middle English.

Requisite: English 30 or a reading knowledge of Middle English. Professor Chickering.

2. LAWRENCE AND WOOLF. A study of two literary figures united by time, place and occupation, but divided by everything else. We will read together at least three novels by each (*Sons and Lovers, The Rainbow, Women in Love; Mrs. Dalloway, To the Lighthouse, Between the Acts*—though students

will be able to substitute other texts for those they may have studied recently) and a selection of non-fictional prose (from Lawrence's essays; *A Room of One's Own* and from Woolf's essays). Students will be expected to do extended independent reading in the collected letters of both writers, and in Woolf's diaries.

Professor Heath.

3. BRITISH FICTION: COLONIALISM, CLASS, AND REPRESENTATION. A study of fiction, in both the novel and film, which seeks to rigorously re-examine the twin conceits of class and empire upon which British identity is built. Texts to be read include works by Ishiguro, McEwan, Hollinghurst, and Swift. There will be a particular focus on the Irish writers, Bernard McLaverty, William Trevor, and Brian Friel, and an examination of how "outsiders" such as E.M. Forster and Ruth Prawer Jhabvala have viewed India. The work of film directors/writers such as Mike Leigh and David Lean will also be examined. One class meeting per week. Two class hours per week plus screenings.

Limited to 20 students. Not open to Freshmen. Writer-in-Residence Phillips.

4. THE AMERICAN LONGER POEM. Poems from fifteen to eighty pages, the length of short stories and novellas, not novels (thus not *The Cantos, Paterson, The Dream Songs, The Changing Light at Sandover*). Chronologically from Whitman to Amy Clampitt and Gjertrud Schnackenberg, including Pound, Eliot, Crane, Stevens, Ginsberg, Jarrell, Ashbery, Merrill, and Hecht. Critical texts on the poems will be considered.

Professor Sofield.

5. AMERICAN SHAKESPEARE PARODY. A study of how nineteenth- and early twentieth-century American minstrel shows, pastiche musicals, and amateur theatricals use parodies of Shakespeare to frame specific cultural issues ranging from the Emancipation Proclamation to the women's suffrage movement. We will read the parodies against (and in light of) their Shakespearean sources, asking what it is about Shakespearean drama which lends itself to the parodic activity of undermining (as well as reconsolidating) official culture. Parodies will include: *Julius the Snoozer, Omelet and Oatmealia, The Shakespeare Water-Cure, Falstaff's Rebellion*, and *Hamlet's Brides*. Students will be asked to research the cultural background of a parody of their choice.

Not open to Freshmen. Recommended: English 35 or 36. Professor Katz.

79. African Voices: Modern African Literature. This year the course focuses on fiction. After a brief examination of sub-Saharan African oral story-telling traditions, we will do close readings—paying as much attention to how the fiction is written as to what it is written about—of novels by such writers as: Armah and Aidoo (Ghana); Ngugi (Kenya); Sembene (Senegal); Farah (Somalia); Achebe, Emecheta, Alkali, Ọkri (Nigeria); Head (Botswana); and Dangaremmbga (Zimbabwe).

Not open to Freshmen. First semester. Professor Rushing.

80f. Studies in Classic American Film. Historical, theoretical and critical study of the Hollywood (sound) film as produced during the studio era, mainly the 1930s, '40s, and '50s. The course will not attempt to survey all the major films and features of this enormous body of work, but will center, selectively and analytically and varying from year to year, on certain genres (e.g., romantic comedy, the woman's picture and family melodrama, the musical, the western, the horror film, *film noir,* etc.) and on the work of certain strong directors (e.g., Hitchcock, Ford, Hawks, Lang, Welles, Sirk, Kazan, etc.). Attention will be paid both to analysis of the underlying codes, conventions and practices that mark the body of classic narrative film and to critical appreciation of the cinematic achievement of the films as individual works. Three hours (two meetings) per week plus (usually) two screenings per week.

Recommended: English 16 or another film course. First semester. Omitted 1993-94. Professor Cameron.

81. *Film Noir* and the Art of Hollywood Film. An introduction to film study using the genre of *film noir* as a point of focus. *The Maltese Falcon* (1941), *Shadow of a Doubt* (1943), *Woman in the Window* (1944), *Double Indemnity* (1944), *Mildred Pierce* (1945), *The Killers* (1946), *The Big Sleep* (1946), *Out of the Past* (1947) are all *films noirs*. These and other films of the 1940s and 1950s will be studied in relation to some of the chief concerns of contemporary criticism: the literary sources of the screenplays (Hammett, Cain, Hemingway, Chandler, Greene, *et al.*); the studio method of production in Hollywood (casting, *mise en scène,* lighting and camera work, editing, location shooting, the coming of color and the wide screen; the *auteur* theory of directors' styles (Huston, Wilder, Curtiz, Siodmak, Hawks, Tourneur) and the structuralist theory of genre; the anticipations and aftermath of *film noir,* its international history (Lang, *M, Fury,* Hitchcock, *The 39 Steps,* Welles, *Citizen Kane,* Reed, *The Third Man,* Melville, Wenders); the feminist and psychoanalytical perspectives on gender imagery ("patriarchal discourse," *femmes fatales,* etc.). Some reference to other Hollywood genres of the 1930s and 1940s and after—the gangster story and the screwball comedy, women's melodrama. Some reference to the current cycle of American *neo-film noir (Chinatown, Klute, Body Heat, Hammett)*. Students beginning their study of film will be referred to relevant parts of the grammar of film language in a primer such as Bordwell and Thompson's *Film Art*. Frequent short papers. Three class hours per week plus two weekly screenings.

First semester. Professor Cody.

82. Contemporary American Film. A critical and historical study of American commercial cinema (*i.e.,* Hollywood) and its context in culture and the media since the 1950s. Attention to films by Kubrick, Peckinpah, Penn, Cassavetes, Altman, Polanski, Malick, Coppola, Scorese, Allen, and others. Two two-hour classes plus one or two screenings per week.

Requisite: English 19 or another film course, or consent of the instructor at the first meeting of class. Not open to Freshmen. Second semester. Omitted 1993-94. Professor Cameron.

83. The Non-Fiction Film. Introduction to a range of non-fiction films, including, but not limited to, "documentary," autobiographical film, the personal film, in English or subtitled. Will include work of Eisenstein, Vertov, Ivens, Franju, Riefenstahl, Bunuel, Ophuls, Marker, Leacock, Pennebaker, Koppel, Chopra, Apted, Morris, Burns, McElwee, Riggs. Two film programs weekly. Reading will focus on questions of representation, of "truth" in documentary, and the ethical issues raised by the films. Frequent writing.

Limited to 25 students. First semester. Lecturer von Schmidt.

84. Topics in Film Study. The topic for spring 1994 will be "Reading Theory/Reading Film." Topics in classic and contemporary film theory will be brought to bear upon careful study of a few selected films in the hope that each will provoke, question, and illuminate the other.

Requisite: A course in film study, in literary or critical theory, or consent of the instructor. Second semester. Professor Cameron.

85. Reading Proust. Reading and discussion, in English, of significant portions of *Remembrance of Things Past [A la Recherche du temps perdu]*. Particular attention will be paid to the interlocking themes of selfhood, desire, love, and identity, and to the many variations, extensions, and allegories on the theme of what might be called, in Eve Sedgwick's phrase, an "epistemology of the closet." Three class hours per week.

Open to Juniors and Seniors; others with consent of the instructor. Limited to 20 students. First semester. Omitted 1993-94. Professor Cameron.

86f. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to Freshmen. Limited enrollment. First semester. Professor Cameron.

87, 87s. Senior Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their Senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First or second semester.

88f, 88. Senior Tutorial. A continuation, where appropriate, of English 87. Those students intending to continue independent work are required to submit to the Department, no later than the beginning of their second Senior semester, a five-page prospectus describing in detail the shape of their intended project.

Admission is by consent of the Department. Second or first semester.

D87, D88. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional circumstances.

First and second semesters.

89. Studies in the Moving Image I. An introductory course in the theory and practice of film and video production. During the semester we will explore the historical, theoretical, and critical contexts that inform independent film and video production today, and produce individual and collaborative projects, primarily in video. We will pay particular attention to the work of independent producers and to the contributions of contemporary criticism, and consider the field of the moving sound and image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Hours to be arranged. Screening period to be arranged.

Admission with consent of the instructor. Limited to 15 students. First semester. Five College Professor Cowie.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

RELATED COURSES

Short Stories from the Black World. See Black Studies 23.
First semester. Omitted 1993-94. Professor Rushing.

Images of Black Women in Black Literature. See Black Studies 24.
Second semester. Omitted 1993-94. Professor Rushing.

Introduction to African-American Poetry. See Black Studies 54.
Preference will be given to those who have taken Black Studies 11. Second semester. Omitted 1993-94. Professor Rushing.

Survey of Russian Literature I. See Russian 21.
First semester. Professor Peterson.

Seminar on One Russian Writer: Vladimir Nabokov. See Russian 25s.
Second semester. Professor Peterson.

Justifying the Margin: The Cultural Construction of Russian and African-American "Soul." See Colloquium 75.
Open to Juniors and Seniors. First semester. Omitted 1993-94. Professors Peterson and Gooding-Williams.

EUROPEAN STUDIES

Advisory Committee: Professors Bezucha, Brandes†, Caplan, Cheyette‡, Chickering, Griffiths, Halsted, Huet*, Maraniss, P. Marshall, Sinos (Chair), Tiersky, Upton, White, and Zajonc†; Associate Professors de la Carrera, Gooding-Williams*, Hewitt, Hunt*, Machala*, and Sandler; Assistant Professors Barbezat, Courtright, Rockwell, and Rogowski.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major.

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*On leave 1993-94.
†On leave first semester 1993-94.
‡On leave second semester 1993-94.

Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the Chair of the European Studies Program can provide majors with lists of pertinent courses given among the Five Colleges.

11. The Quest for Self and the Other: Dostoevsky, Kafka, Camus. The search for a personal identity and voice, and the questions on what constitutes a meaningful relationship to others and perhaps to an Other concern not only all thoughtful individuals and especially psychologists, sociologists, linguists and philosophers, but also a great many creative writers. Taking Martin Buber's *I and Thou* as our point of departure, we will explore the creative expression given to those concerns in Dostoevsky's "Poor People," "Notes from Underground" and *The Possessed*, in Kafka's "The Judgment," "Metamorphosis" and *The Trial*, and in Camus' *The Stranger, The Fall* and "The Adulterous Woman." Supplementary fictional and non-fictional readings will situate these works in a broader context.

Limited to 25 students. First semester. Omitted 1993-94.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Vergil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Emphasis on active student discussion. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages.

Required for European Studies majors. Limited to 30 students. First semester. Professor Sinos.

22. Readings in the European Tradition II. A seminar devoted to reading and discussion of classic expressions of the cultural development of Europe from the seventeenth through the twentieth century. The readings will be selected from such figures as Descartes, Milton, Moliere, Swift, Voltaire, Rousseau, Goethe, Stendhal, Flaubert, Dostoevsky, Nietszche, Freud, and Kafka. Two class meetings per week.

Required for European Studies majors. Second semester. Omitted 1993-94. In 1993-94, majors required to take this course should take instead French 43s. Professor Caplan.

24f. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or

Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Students must submit a prospectus and sample translation to the Romance Languages office.

Admission with consent of the instructor. Limited to 12 students. First semester. Professor Maraniss.

77, D77, 78, D78. Senior Honors.

97, 98. Special Topics.

RELATED COURSES

Greek Civilization. See Classics 23.
First semester. Professor Griffiths.

Roman Civilization. See Classics 24.
Second semester. Professor Marshall.

Greek History. See Classics 32.
Second semester. Professor Sinos.

History of Rome. See Classics 33.
First semester. Professor Montague.

Archaeology of Greece. See Classics 34.
Second semester. Omitted 1993-94.

Roman Archaeology: Pompeii and Herculaneum. See Classics 36.
Second semester. Professor Will.

Roman Archaeology: The City of Rome. See Classics 39.
First semester. Professor Will.

European Film. See French 32f.
Limited to 50 students. First semester. Professor de la Carrera.

Studies in Medieval Romance Literature and Culture. See French 33.
First semester. Omitted 1993-94. Professor Rockwell.

Introduction to Comparative Studies. See French 43s.
Second semester. Professor Caplan.

The European Economic Community. See Economics 39s.
Requisite: Economics 11. Second semester. Professor Barbezat.

Culture and Politics in the Weimar Republic. See German 42f.
First semester. Omitted 1993-94.

Germans and Jews: The Modern Literary Record. See German 43s.
Second semester. Professor White.

New German Cinema: Fassbinder—Herzog—Kluge—Wenders. See German 45s.
Second semester. Professor Rogowski.

Kafka, Brecht, and Thomas Mann. See German 52f.
First semester. Omitted 1993-94.

Women and Social Change in Germany. See German 53s.
Second semester. Omitted 1993-94.

Nietzsche and Freud. See German 54f.
First semester. Professor Rogowski.

The Artist as Anti-Hero from Goethe to the Present. See German 56f.
First semester. Omitted 1993-94.

The Ruins of Europe: Heiner Müller's Dramas. See German 60.
Second semester. Omitted 1993-94.

The Spanish Civil War: Art, Politics, and Violence. See Spanish 44.
Second semester. Professor Maraniss.

All Department of History courses listed under the EUROPE heading, History 2f-26f.

FINE ARTS

Professors Abiodun†, Clark, Schmalz‡, R. Sweeney (Chair), and Upton; Associate Professor Morse; Adjunct Associate Professor Sandweiss; Assistant Professors Courtright, Kanwischer, Segar‡, and Staller; Visiting Lecturers Gloman, Ward, and Wilson.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 11 and Fine Arts 12 are required. Majors who take Basic Painting, Basic Sculpture and Basic Drawing (Basic Printmaking can be substituted for Basic Drawing) will be exempt from Fine Arts 12. Fine Arts 9 is strongly recommended, though not required. Majors will complete their requirements by electing middle level, upper level, and seminar courses in Fine Arts. With departmental permission, they may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, *et al.*) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (*e.g.*, GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

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†On leave first semester 1993-94.
‡On leave second semester 1993-94.

Notes on Fine Arts Department Prerequisites. The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience and require no prerequisites. Middle level courses are more specialized and some previous experience is recommended in many cases. All upper level courses and seminars have prerequisites.

Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their Senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

INTRODUCTION TO THE FINE ARTS

Fine Arts 11 and 12 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence. Beginning in 1993-94 Fine Arts 11 will be given in the fall semester and Fine Arts 12 in the spring semester.

1. Basic Drawing. A fundamental representational drawing course concentrating on the human figure but including work with still-life, room interior, and landscape subjects to develop the student's skill and knowledge in the techniques and uses of drawing. Two three-hour meetings per week.

Students who have completed Fine Arts 1 cannot receive credit for Fine Arts 2. Limited to 20 students. First semester. Professor Segar.

2. Basic Drawing. Same description as Fine Arts 1.

Students who have completed Fine Arts 2 cannot receive credit for Fine Arts 1. Second semester. Lecturer Gloman.

6. Women and Art in Early Modern Europe. (Also Women's and Gender Studies 6.) See Women's and Gender Studies 6 for description.

Second semester. Professor Courtright.

8. Survey of African Art. An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century BCE to the sixteenth century CE. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.

9. Survey of Asian Art. A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart.

Topics to be covered include the development of the Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections.

First semester. Professor Morse.

11. History of Western Art. This class will examine a selected number of "monuments" (about twelve) in the history of western art (even as we question the concept of monument). Students will approach these works, ranging widely in date, from a number of perspectives which will include the development of visual imagery over time. Our investigation will be united by a contemplation of the unique expression of meaning in visual form.

Limited to 100 students (for 4 discussion sections of 25 each). First semester. Professors Clark and Staller.

12. Practice of Art. An introduction to the formal issues of pictorial and sculptural construction. We will examine the major elements of linear and atmospheric perspective, line, value, color, form, texture, two-dimensional and three-dimensional composition. A weekly lecture, the study of old and new masters' work, and exercises will constitute in-class work; there will be weekly out-of-class assignments. Two two-hour class periods per week. No prior studio experience required nor special talent expected.

Not open to students who have taken Fine Arts 1, 2, 15, or 15s. Limited to 40 students. Second semester. Professor Kanwischer.

PRACTICE OF ART: MIDDLE LEVEL STUDIO COURSES

13. Basic Printmaking. A basic course in intaglio that introduces the student to dry point, engraving, hard and soft ground etching, sugar lift, and rosin aquatint. The chemistry involved in biting a plate, proof printing and redrawing, and the final printing of clean editions will be both discussed and demonstrated. The course will explore intaglio printmaking as an expressive, aesthetic and technically exacting medium. Regular class discussions and critiques will be held. Two three-hour class periods per week.

Requisite: Fine Arts 1 or 2 or 12, or consent of the instructor. Limited to 15 students. First semester. Professor Kanwischer.

14f. Basic Sculpture. An introduction to the principles and techniques of the art of three dimensions using both figurative and non-figurative subjects. A wide variety of materials and processes will be explored. Two three-hour class meetings per week.

Requisite: Fine Arts 1 or 2 or 12, or consent of the instructor. Limited to 18 students. First semester. Professor Segar.

15s. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Requisite: Fine Arts 1 or 2 or 12, or consent of the instructor. Limited to 20 students. Second semester. Professor Sweeney.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two three-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 1 or 2 or 12, or consent of the instructor. Limited to 20 students. First semester. Professor Schmalz.

PRACTICE OF ART: UPPER LEVEL STUDIO COURSES

22f. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 1 or 2 or 12, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

24. Intermediate Sculpture. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modelling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14 or consent of the instructor. Limited to 12 students. Second semester. Lecturer Wilson.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15 or consent of the instructor. Limited to 20 students. First semester. Professor Sweeney.

27s. Intermediate Printmaking. This course will focus primarily on relief printmaking techniques. These will include linocut, woodcut and wood-engraving. Black and white as well as multicolor printing procedures will be examined. Assignments will draw attention to both the technical and expressive demands of the medium. For those students who have taken Fine Arts 13, this course will also allow for further exploration of the intaglio process. Two three-hour class meetings per week.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 15 students. Second semester. Omitted 1993-94. Professor Kanwischer.

HISTORY OF ART: WESTERN ART THROUGH 1789

31. "Romanesque" and "Gothic" Art. A study of the monumental architecture of France during the twelfth and thirteenth centuries; with emphasis on the underlying values revealed in the structural form and the sculptural and decorative programs of selected sites, including St. Foi in Conques, Fontenay Abbey, Mont. St. Michel and the cathedrals of Notre Dame in Laon, Paris, Chartres, Amiens and Rheims; comparison with two literary masterpieces, the *Song of Roland* and *Tristan and Isolde,* will focus attention on the historical terms, "romanesque" and "gothic", by which this period has been identified. Upper level.

Requisites: Fine Arts 11 or 12 or 32 and another art course, or consent of the instructor. First semester. Omitted 1993-94. Professor Upton.

32. Art and Architecture of Europe from 300 to 1500 A.D. This course traces the emergence and development of social, political and religious concerns as they are articulated in painting, sculpture and architecture from the fourth to the fifteenth century; including both the public grandeur of the basilicas of Constantine and the cathedrals of France, Germany and England as well as the private intimacy of the catacombs of Rome and individualized images in Books of Hours. Particular emphasis will be on the formal (e.g., visual, plastic and spatial) realization and perception of these concerns and the intellectual bias that underlies the traditional description of this period as "medieval." Middle level.

Second semester. Omitted 1993-94. Professor Upton.

35. Art and Architecture of Europe from 1400 to 1800. This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the *oeuvre* of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands. Middle level.

First semester. Professor Courtright.

36. Sixteenth-Century Italian Art. This course treats painting, sculpture, and architecture of the periods known as the High Renaissance, Mannerism, and the Counter Reformation. Emphasis will be upon the way ideas concerning creativity, originality, and individuality are expressed in art, how these qualities fit into a varied framework of religious and secular patronage, and how art and attitudes toward it change over time. Rather than taking the form of a survey, this course will examine in depth selected works by artists such as Leonardo, Michelangelo, Raphael, and Titian. Upper level.

Requisites: Fine Arts 11 or 35, and another art course, or consent of the instructor. Second semester. Omitted 1993-94. Professor Courtright.

39. Architecture from the Renaissance to the Industrial Revolution. This course examines European architecture from the revival of the Classical tradition in fifteenth-century Italy to the rise of industrial design in nineteenth-century England and France. Lectures treat the development of churches, palaces, and other major building types, and incorporate the history of urban planning and gardens. Middle level.

Requisites: Fine Arts 11 or 35, or consent of the instructor. First semester. Omitted 1993-94. Professor Courtright.

41. Dutch and Flemish Painting. A detailed examination of a series of masterpieces from Flanders and Holland, including works by Jan van Eyck, Roger van der Weyden, Hieronymous Bosch, Pieter Bruegel, Frans Hals, Jan Vermeer and Rembrandt van Rijn; with emphasis on pictorial and thematic interpretation. Upper level.

Requisites: Fine Arts 11 or 12, and another art course, or consent of the instructor. First semester. Professor Upton.

42. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. An examination of seventeenth-century painting, sculpture, and architecture in Southern Europe and the Catholic Netherlands, beginning with reform art produced after the religious upheavals of the sixteenth century and concluding with art pointing in the direction of the eighteenth century. In order to identify ideas, expressed visually, that characterize this period in sufficient depth, the course, rather than taking the form of a survey, will treat selected urban commissions and works by major artists, including Caravaggio, Carracci, Bernini, Velazquez, Rubens, and Poussin, and will place them in their historical and intellectual contexts. Particular concerns are understanding the character of religious art, investigating the transformation of classicism, and observing the union of these trends in art created for emerging absolutist rulers. Upper level.

Requisites: Fine Arts 11 or 35, and another art course, or consent of the instructor. Second semester. Professor Courtright.

43. The Eighteenth Century. Painting, sculpture and architecture in Europe, c. 1700-1825. The course will emphasize the Rococo in France, Germany, and Italy; the National Academies; Neo-Classicism; post-revolutionary art and the shift to "modernism." Middle level.

Requisites: Fine Arts 11 or 12 or 35, or consent of the instructor. First semester. Omitted 1993-94. Professor Schmalz.

HISTORY OF WESTERN ART: 1789 TO THE PRESENT

45s. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent secondary sources. Middle level.

Second semester. Professor Staller.

47. The Nineteenth Century. A selective investigation of major masters, movements and mythologies of the nineteenth century, primarily in *la belle France,* from the apocalyptic tropes of Romanticism through Impressionism and the Symbolist *fin de siècle.* Study of original objects and a range of primary texts (artists' letters, diaries, manifestoes, contemporary criticism, a novel) will be enhanced with readings from recent secondary sources. Upper level.

Requisite: Fine Arts 11 or 45, or consent of the instructor. First semester. Omitted 1993-94. Professor Staller.

48. The Art of Our Century. A selective examination of major masters, movements and mythologies of the twentieth century, primarily in Europe, with forays to Manhattan, Moscow and Mexico. We will start with the Exposition Universelle in Paris (1900) and conclude by revelling in "art now." Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism, a novel) will be enhanced with readings from recent secondary sources. Upper level.

Requisite: Fine Arts 11 or 45, or consent of the instructor. Second semester. Omitted 1993-94. Professor Staller.

51s. Picasso. This course will embark on an odyssey with Picasso, from his first extant drawings, made when he was nine, to his last harrowing self portrait, made in 1973, when he was 92 years old. We will explore his drawings, sculptures, paintings, prints, as well as his technical inventions, from *collage* to *assemblage* on down, as we travel with him from Málaga, where he was born, to the different social and visual cultures of La Coruña, Barcelona, Madrid, and on to Paris. Compelling in their own right, his extraordinary works become a vehicle for understanding the cascade of styles, movements and competing ideologies of the twentieth century at large. Upper level.

Requisite: Fine Arts 11 or 12 or 45, or consent of the instructor. Second semester. Professor Staller.

HISTORY OF ART: AMERICAN ART

54. American Art and Architecture, 1600 to Present. Through study of the form, content, and context (and of the relationship among these categories) of selected works of American painting, architecture and sculpture, this course will probe changing American social and cultural values embodied in art from the seventeenth to the twentieth century. The course will treat individual artists as well as thematic issues. Local buildings and collections will form one basis of our study and will provide student research opportunities. Middle level.

Second semester. Professor Clark.

57. American Painting 1860-1940. This study of the style, context, and meaning of American Art from the Civil War until World War II will focus on major figures (Homer, Eakins, Whistler, O'Keeffe, Demuth, and Wood) and on groups of artists (around Arensberg and Stieglitz) in an exploration of the shifting emphasis between native currents and international pressures. Readings will combine a survey of American art history with considerations of current controversies over interpretation in American art criticism. Upper level.

Requisite: Fine Arts 11 or 54, or consent of the instructor. First semester. Omitted 1993-94. Professor Clark.

HISTORY OF ART: ASIAN ART

60. Arts of China. An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced. Middle level.

Second semester. Omitted 1993-94. Professor Morse.

61s. Approaches to Chinese Painting. A survey of the Chinese pictorial tradition from the Northern Sung to the Ch'ing dynasties focusing in particular on the development of the landscape idiom, but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York. Upper level.

Requisite: Fine Arts 9 or 60 or a course in Chinese history, or consent of the instructor. Second semester. Professor Morse.

63s. Arts of Japan. A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region. Middle level.

Second semester. Professor Morse.

69s. Islamic Art and Architecture: Origins to 1300. A history of Islamic art from its origins in the Byzantine and Sasanian traditions of the Near East, to its development under the Arab Empire and under subsequent Turkish and Persian dynastic patrons. Comprehending the Islamic world from Spain to India, the course will emphasize the central Islamic lands of the Near East. Background in either art history or Near Eastern history will be useful. Two class meetings per week. Middle level.

Second semester. Omitted 1993-94.

HISTORY OF ART: AFRICAN ART

70f. African Art and the Diaspora. The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans. Middle level.

First semester. Omitted 1993-94. Professor Abiodun.

SPECIAL COURSES

82. Photography and Painting: The First Century. This course will examine technical and expressive developments in western photography and painting from about 1840 through the years following World War II. Our primary aim will be to discover and discuss the mutual interdependencies between these two visual forms in order to understand something of how they have affected each others' histories and conditioned the larger visual environment we have inherited. Three class meetings per week. Upper level.

Requisite: Fine Arts 11 or 12 or another course in art history, or consent of the instructor. Second semester. Omitted 1993-94. Professor Schmalz.

83. History of Printmaking. This course will trace the chronological development of printmaking from its origins c. 1450 to the present, examining innovations by major figures like Dürer, Mantegna, Rembrandt, Goya, Degas, Picasso and Jasper Johns. The primary focus is on the historical relationship of print processes to artistic goals, e.g., the creation of a graphic language of plasticity, light, space, and materiality that both rivals and emulates painting, sculpture, and drawing. Some important questions are: what prompted technical innovations, how did they transform through time, how did they assume different meanings, what are formal characteristics that are unique to prints, and in what ways are prints an independent medium? We will also examine the functions prints served in a variety of societies and how printmakers manipulated techniques and styles to serve intellectual, religious, and political goals. A number of classes will be spent looking at original prints in local collections. Upper level.

Requisites: One course in studio art and one course in art history, or consent of the instructor. First semester. Omitted 1993-94. Professors Courtright and Kanwischer.

85s. Art, Culture and Society in the Italian Renaissance. (Also History 4.) See History 4 for description. Middle level.

Second semester. Omitted 1993-94. Professors Cheyette and Courtright.

86f. East-West Issues in the Art of Europe and the Islamic World. An examination of the visual arts of Europe and the Islamic World as they interact, and as they present images of each other, from the rise of Islam through the mid-twentieth century. The course will examine evidence from visual arts, and from literature, travel accounts, music and musical librettos, and religious thought of Europe. It will also examine evidence from the art and literature of the Islamic World. Background in either art history or Near Eastern history will be useful. Middle level.

First semester. Professor Denny of the University of Massachusetts.

91. Topics in Fine Arts. Two topics will be offered in the first semester 1993-94.

1. 1900: ART AND CULTURE IN THE CITY OF LIGHTS. We will revel in the last great years of Cézanne and Gauguin, and the early careers of Matisse, Derain, Picasso and Braque. As we study their images, their themes and visual structures, we will also consider: the physical transformation of Paris; its popular visual culture; the legacy of Symbolist values; the cults of Nietzsche, Wagner, and Bergson; the social theories of Durkheim and Sorel; the rise of feminism and its impact on representations of women; the euphoria over colonialism and its incarnation in Universal Expositions. We will explore possible models for understanding the complex relationship between artists, images and the cultures from which they came. While we will focus on original objects and primary texts, we also will read selected writings by current art historians, historians and anthropologists, among them Michael Baxandall, Carlo Ginzburg, Eugen Weber and Arjun Appadurai.

Requisite: Art 11 and another art history course, or consent of the instructor. Limited to 12 students. Professor Staller.

2. THE CITY OF KYOTO. A study of Heian, the modern-day city of Kyoto, which was the capital and major artistic center of Japan from 794 until 1868. The seminar will investigate the crucial role that Kyoto played in the development of the art and architecture of Japan and the relationship between high and low culture through the city's varied history. Major areas of discussion will include the aristocratic taste of the Fuyjiwara period exemplified by the *Tale of Genji*, the development of Zen monastic institutions, the lavish taste of the warlords of the sixteenth century, and the development of a variety of related arts including the tea ceremony, Noh drama, and kabuki. We will also look at the modern city of Kyoto and how it reflects its past.

Requisites: One of the following: a course in Asian art, Japanese history or Pre-Modern Japanese Literature, or consent of the instructor. Limited to 12 students. Professor Morse.

92. Topics in Fine Arts. Four topics will be offered in the second semester 1993-94.

1. LOOKING FOR VERMEER AND REMBRANDT. This seminar seeks to engage visually and thematically the unique artistic personalities of these two masters of the so-called golden age of Dutch art as they struggle to give vivid shape in the seventeenth century to a particular dilemma of competing human values that seems uncannily to mirror the tension in our own age between the forces of unification and fragmentation or collective order and individual experience, science and the humanities. How, for example, might the pictorial articulation of the relationship between the public and the private, the sacred and the profane or action and contemplation as envisioned by Jan Vermeer and Rembrandt van Rijn inform our contemporary understanding of social behavior and environmental interaction? How might the human aspirations of these two artists inspire our own?

Requisites: Fine Arts 11, and two other art courses (preferably one in studio), or consent of the instructor. Limited to 12 students. Professor Upton.

2. AMERICAN ART IN THE MEAD ART MUSEUM. Using the Mead Art Museum as a laboratory, students this semester will have the opportunity to unite independent research on individual works (in preparation for the museum's forthcoming catalogue) with an investigation of the methods and resources of museum research which include formal, iconographic and contextual as well as physical examination of a work of art. The course will introduce students to museum practices of conservation, exhibition and interpretation and we will visit area museums and conservation laboratories.

Requisites: Fine Arts 11 or 57, or consent of the instructor. Limited to 12 students. Professor Clark.

3. ADVANCED PAINTING. Students will develop an independent body of work which attempts to establish an individual artistic point of view. There will be weekly group critiques.

Requisite: Intermediate Painting or consent of the instructor. Limited to 6 students. Professor Sweeney.

4. ADVANCED PRINTMAKING. This seminar will focus on the concept of materials and materiality as a crucial element in the make up of pictorial forms in prints. Through a series of discussions, selected readings, and, most importantly, studio assignments, we will closely examine such issues as the way in which different print processes variously construct form, the construction and operation of "graphic languages" (such as stippling or crosshatching), the physical resistance of materials to the artist's shaping will, varieties of pictorial revision, the plastic and malleable qualities of plates, and the capacity of matter to make memory present and articulate through the preservation of gesture. Considerable time will be spent viewing prints in local collections.

Requisites: Fine Arts 1 or 2 or 12 and 13, or consent of the instructor. Limited to 12 students. Professor Kanwischer.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. (Also Black Studies 42.) See Black Studies 42 for description.

Second semester. Professor Abiodun and Resident Artist Lobdell.

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1993-94. Professors Upton and Zajonc.

French

See Romance Languages.

GEOLOGY

Professors Belt*, Brophy, and Cheney (Chair); Associate Professors Crowley* and Harms; Visiting Assistant Professor Mabee; Dr. M. Coombs.

Major Program. The major in Geology is accomplished through a sequence of courses that first introduces the fundamental principles of the Earth Sciences and then progresses to an advanced level of critical analysis. This may be achieved through course offerings both in geology and in mathematics, the physical and biological sciences. In consultation with their departmental advisor, Geology majors plan a program of courses that meets this goal and that is suited to their academic interests and future plans. All majors take Geology 11, 20, 29, and 30. As they begin to focus their interests and abilities, majors will elect to take three courses from Geology 27, 32, 34, 38, or 41. To complete a balanced program, majors are encouraged to broaden their scientific base in the geologic and ancillary sciences, undertake advanced course work in geology, and engage in independent research. Accordingly, majors will elect two additional courses from (1) the remainder of the department's course offerings, including any courses listed above not used to meet the other major requirements; (2) Senior Honors, generally consisting of Geology 77 and D78, which will count as one course toward the major; and/or (3) Chemistry 12, Mathematics 12, Physics 16, Biology 23, Astronomy 19, or higher level courses from these departments. Departures from this major format will be considered by the department in coordination with the student's academic goals. In the fall semester of the Senior year, each major shall take a comprehensive examination, both written and oral.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the

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*On leave 1993-94.

Junior year but must be chosen no later than the first two weeks of the Senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

All courses are open to any student having requisite experience or consent of the instructor.

11. Principles of Geology. Study of the history of the earth throughout time from the record preserved in rocks. Review of the processes that act to reduce the habitable land areas (destructional) and those that restore them (constructional). Three hours class and two hours laboratory, including field trips, each week.

First semester. Professor Brophy.

11s. Principles of Geology. Same description as Geology 11.

Second semester. Professors Brophy and Harms.

16. Resources and the Environment into the Twenty-First Century. This course will examine some of the pressing environmental issues affecting our atmosphere, hydrosphere, and lithosphere. Our society will face difficult choices about the management of the environment and of non-renewable natural resources as we enter the twenty-first century. Much of our understanding of these problems comes from observations of environmental changes occurring over the past few decades. Is it reasonable to extrapolate these trends into the future? The approach used will examine geological processes so that we can better understand the ways that human activities can alter natural systems. Students will be required to research and present a topic of their choice. Possible topics include global climate change, non-renewable resources, soil and water pollution, geological hazards, solid waste disposal, ozone depletion, and acid rain. Three hours of class per week.

Second semester. Professor Mabee.

20. Dynamic Earth. A survey of the dynamic processes that drive the physical evolution of the earth. The rock record is examined as a key to understanding the present and the future; and present dynamics are examined as a means to interpret the record of the past. The conceptual development of plate tectonic theory, the changing configuration of continents and ocean basins, and the pattern of organic evolution over time will be analyzed using evidence from diverse branches of geology. Three hours lecture and two hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Harms.

23. Environmental Geology. Development and pollution continue to influence our ability to manage and protect soil and water resources. Understanding the interrelationships of soil, water, and land use is essential in order to plan responsibly for our future. This course explores topics such as slope stability and landslides, soil erosion, the hydrologic cycle, types and sources of soil and water contamination, solid waste disposal, and environmental regulations. Emphasis will be placed on using geological principles in an effort to understand and solve the complex environmental problems facing society today. Three hours of class and three hours of laboratory per week.

Requisite: Geology 11. Limited to 25 students. First semester. Professor Mabee.

24f. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. First semester. Omitted 1993-94. Professor Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 11 or Biology 18. First semester. Omitted 1993-94. Professor Belt.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Harms.

30f. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours lecture, two hours directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours class and three hours laboratory per week.

Requisite: Geology 30f. Second semester. Professor Cheney.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Geology 30f recommended. Second semester. Omitted 1993-94. Professor Belt.

36. Hydrogeology. Water is a substance that is essential for all forms of life. Yet it is commonly unavailable in the quantity or quality desired. This course will examine the geological principles that govern both the availability and quality of water, particularly groundwater. Emphasis will be placed on introducing the scientific methodologies used in investigating and solving problems confronting our groundwater resources. Topics covered will include: the hydrologic cycle, origin of porosity and permeability, groundwater movement and occurrence, groundwater resource evaluation, modeling, relationship between groundwater chemistry and geology, and groundwater contamination and remediation. Three hours of lecture and three hours laboratory each week.

Requisite: Geology 11, Math 11 or equivalent. Second semester. Professor Mabee.

38f. Structural Analysis. A quantitative analysis of the dynamics and kinematics governing deformation in the earth's crust. Fundamental principles of deformation will be developed and followed, from the atomic scale to the architecture of mountain belts, to the scale of the earth's crust. Topics to be covered include stress and strain, deformation styles in space and time, and deformation styles as a function of pressure and temperature. Three hours of lecture and three hours of laboratory each week.

Requisite: Geology 29. First semester. Professor Harms.

41. Physics and Chemistry of the Earth. The deep structure of the earth is primarily known not by direct sampling but rather by indirect physical and chemical signals observed at the surface. These signals include the earth's magnetic and gravity fields, heat flow, and seismicity as well as the chemistry of magmas and gasses vented at the surface. This course examines these signals in the context of the structure of a dynamic earth. Topics to be covered include: earth magnetism, paleomagnetism, gravity, seismology, heat flow, geochronology, isotope and trace element geochemistry. Three hours lecture each week.

Requisite. Geology 11, or Physics 16 or 32, or Chemistry 11 or 15 or equivalent. First semester. Omitted 1993-94. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria gemane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

46. Economic Geology. Origin, occurrence, distribution, uses, and production of fossil fuels, metallic and non-metallic ore deposits. Laboratory devoted to studies of important mining districts and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and two hours directed laboratory each week.

Requisite: Geology 29 and 32. Second semester. Professor Brophy.

77, D77, 78, D78. Senior Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental chairman is required. First and second semesters. The Staff.

GERMAN

Professors Brandes† and White (Chair), Assistant Professor Rogowski, Visiting Assistant Professor Schütz, Visiting Lecturer Herrmann.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent) and a minimum of six further German courses, of which four must be courses in German literature and culture, conducted in German. Majors are advised to enroll in German 15 and 16 (German Cultural History) at their earliest opportunity, and to broaden their knowledge of other European languages and cultures.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent) and a minimum of six further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester, and are encouraged to consider a semester or a year of study at a German-speaking university. For both concentrations, the Department will provide reading lists as guidelines for majors as they prepare for a Departmental Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

Study Abroad. The German Department maintains a regular student exchange program with Göttingen University in Germany. Majors in German Literature and German Studies are encouraged to spend their Junior Year at that university in exchange for two German students who also serve as Language Assistants at Amherst College.

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†On leave first semester 1993-94.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, and the overall college grade average together will determine the level of Honors recommended by the Department.

1. Elementary German I. Our multi-media course *Deutsch direkt* is based on authentic dialogues and interviews with native speakers from all walks of life. The video and audio programs will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus daily viewing of assigned video segments in the laboratory.

First semester. Professor Schütz and Staff.

2. Elementary German II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Professor Schütz and Staff.

5. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 2, two years of secondary-school German, or equivalent. First semester. Lecturer Herrmann and Staff.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. Second semester. Professor Rogowski and Staff.

12f. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel,* essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor White.

LITERATURE AND CULTURE

15s. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania,* the *Hildebrandslied,* a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang,* including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor White.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Omitted 1993-94.

23s. German Culture of the Eighteenth Century. An interdisciplinary exploration of the "century of cultural flowering" in Germany. The course will focus on major innovations in literature, culture, music, and art with special emphasis on the social and political forces of enlightened absolutism and the emerging middle class culture. Readings in Gottsched, Lessing, Winckelmann, Sophie La Roche, and the young Goethe; music by J.S. Bach, Haydn, and Mozart; study of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

25s. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann, and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the *Lied:* Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Omitted 1993-94.

28f. Young Germany, Poetic Realism, and Naturalism: German Literature of the Nineteenth Century. A study of German literature in its cultural context from Post-Romanticism to the *Kaiserreich* era. We will discuss the activism of "Young Germany" before the 1848 Revolution and contrast it with the *Biedermeier* counter-movement, then consider the Restauration and the literature of Poetic Realism. Finally, the course will investigate the tensions between Realism and the aesthetic "revolution" of Naturalism. Emphasis on the influence of Hegel, Marx, and other philosophers. Literature by Heine, Büchner, Grillparzer, Droste-Hülshoff, Hebbel, Keller, Hauptmann, and Fontane. Occasional listening and viewing assignments. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Schütz.

34f. German Culture in the Cold War, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, Karin Struck, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, Anna Seghers, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1993-94.

38f. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 1993-94.

40. Advanced Seminar. A course designed for the intensive study of a topic in the German literary, cultural, and historical tradition, or of a single author. The seminar is intended for German majors and other students who have solid command of the language. Topic for 1993-94: Christa Wolf: Communism, Art, and the Moral Responsibility of the Writer. Internationally recognized as the most important German woman writer of the twentieth century, Christa Wolf's politics have been attacked since German unification. The seminar will first explore major themes in her works, such as socialist idealism and personal disenchantment; coming to terms with the Nazi past; a feminist reevaluation of cultural history; the role of the writer in society; the nuclear threat. We will then analyze current controversies regarding the predicament of the writer in communist East Germany; moral integrity vs. ideological commitment; and the uneasy relationship between art and politics in times of change. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

COURSES OFFERED IN ENGLISH

42f. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918-1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1993-94.

43s. Germans and Jews: The Modern Literary Record. Using various historical documents as a foundation, the course will examine (in English translation) works of imaginative literature originally written in German (novels, stories, poems, plays) that take as their subject the interaction between Germans and Jews since the late nineteenth century. Particular attention to the Weimar Period (1918-33), persecution and emigration during the Nazi years, the Holocaust, post-World-War-II treatments of historical events, and today's lingering tensions between Germans and Jews. Works by such Jewish and non-Jewish authors as Jakob Wassermann, Karl Wolfskehl, Thomas Mann, Kurt Tucholsky, Anna Seghers, Bertolt Brecht, Rolf Hochhuth, Günter Grass, Max Frisch, Paul Celan, Peter Weiss, Rainer Werner Fassbinder, and Christa Wolf. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor White.

45s. New German Cinema: Fassbinder—Herzog—Kluge—Wenders. The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a variety of other sources. The course will culminate in an analysis of Wim Wenders' masterpiece *Wings of Desire*.

Second semester. Professor Rogowski.

46. The New Germany: Literature, Culture, and Politics. Will German unification be a success? Can the Germans finally come to terms with their past? How do they see their future role within Europe? The course will first review the history, culture, and society of the two post-war German states. It will then analyze the "Gentle Revolution" of 1989 and the current demands on political life and civil society in a period of transition. What are the economic, social, and cultural issues of integrating a former communist country into a Western-style democracy? How do writers and politicians respond to this challenge? We will study intra-German as well as international reactions to current developments, giving particular attention to the persistent "German question." Discussions are based on a variety of documents, short stories, articles, popular pamphlets, political speeches and personal testimonials, as well as video materials. Authors include politicians such as Kohl, Genscher, von Weizsäcker, Gorbachev, Bush, and Baker and the writers Thomas Mann, Günter Grass, Heiner Müller, Peter Schneider, Christa Wolf, and Christoph Hein. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1993-94.

52f. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such important topics as the dehumanization of the individual by the state, man caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings will include short works and aphorisms by Kafka, "The Judgment," "The Metamorphosis," *The Trial* and *The Castle;* poems, short prose, and plays by Brecht, e.g., *Drums in the Night, The Three-Penny Opera,* and *Galileo;* fiction and essays by Mann, including "Tonio Kröger," "Death in Venice," *Buddenbrooks.* Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1993-94.

53s. Women and Social Change in Germany. For centuries, German women have sought to add their voices to the dominant political and literary discourse. The course will emphasize the last 100 years. We will begin by reviewing female self-assertions from the Age of Chivalry up to the nineteenth century: in medieval convents, in Humanist and Reformation circles, at Baroque courts, in the celebrated female scholarly disputes, and in religious testimonies. We will then examine various bourgeois images of ideal femininity and contrast these with late nineteenth-century female demands for education and suffrage. The emerging public influence of twentieth-century German women will be traced in literature, politics, science, and art. Readings in literary, political, and autobiographical texts, plus films. Authors and artists include Anna Maria van Schurmann, Rahel Varnhagen, Bettina von Arnim, Rosa Luxemburg, Käthe Kollwitz, Lise Meitner, Anna Seghers, Ingeborg Bachmann, Irmtraud Morgner, Helma Sanders-Brahms, Margarethe von Trotta, Alice Schwarzer, and Christa Wolf. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1993-94.

54f. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Readings and discussions in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Rogowski.

56f. The Artist as Anti-Hero from Goethe to the Present. The course investigates the role of art and the artist in society through a study of Romantic, Realist, early Modernist and post-World War II literary portrayals: the artist as outsider, prophet, madman, criminal, visionary, traitor. Readings will include drama and fiction by Goethe, E.T.A. Hoffmann, Georg Büchner, Thomas Mann, Kafka, Paul Hindemith, Siegfried Lenz, Günter Grass, and Christa Wolf. Occasional listening assignments and movies. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 1993-94.

60. The Ruins of Europe: Heiner Müller's Dramas. Known in the United States mainly through his collaborations with director Robert Wilson, (East) German dramatist Heiner Müller addresses issues such as political revolution, power, violence, colonial oppression, and problems of gender. His works span more than three decades and a variety of dramatic forms, ranging from didactic plays in the tradition of Brecht and reworkings of classical dramas to post-modern multi-media performance pieces. This course investigates Müller's complex oeuvre from a multitude of perspectives. His works will be situated in the historical context of the (former) GDR, where art was confronted with the contradictions intrinsic to a Stalinist system imposed upon the vestiges of German Fascism. We will discuss the numerous artistic models Müller emulates in his texts (Greek drama, Shakespeare, Büchner, Brecht, Artaud, Mayakovsky) as well as the theoretical traditions informing his approach to art (Marx, Rosa Luxemburg, Walter Benjamin, Deleuze/Guattari). Readings from a variety of sources will help establish what makes Müller, as he once ironically described himself, "the most important living playwright." Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 1993-94.

77, 78. Senior Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha (Chair), Campbell*, Cheyette‡, Couvares*, Czap, Dennerline, Halsted, Hawkins*, Levin, R. Moore, Petropulos, and Servos; Associate Professors Blight, Hunt*, and K. Sweeney; Assistant Professors Corbett and Redding; Visiting Assistant Professor Renda.

The study of History offers perspective on our lives in the present by comparing and contrasting them with the experience of diverse peoples in the past. It allows us to comprehend the distinct otherness of past individuals and societies; it also permits us to recognize the continuities that connect the experience of different peoples over time.

History Department offerings introduce students to the study of historical change and to a variety of both traditional and innovative types and techniques of historical investigation.

The student majoring in History should develop both a knowledge of the past and skill in the historian's craft.

Major Program. The History major program is designed to foster the forms of understanding outlined above. All History majors are required to take at least eight courses. One of these must be History 1, taken preferably during Freshman or Sophomore year. Honors majors will fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their honors essays.

History 1, the Introduction to History, is designed to act out some of the ways by which a comparative historical consciousness, sensitive to the realities of change, continuity and variety in human affairs, can illuminate a significant theme or movement in history. All History majors must include as one of their eight courses a research seminar in which they write a substantial research paper guided by individual consultation with the seminar instructor. History 99 or one of the other courses described as research seminars below fulfills this requirement. This requirement should be met by the end of the junior year, but in exceptional cases, a student not writing a senior thesis may delay taking an appropriate seminar until the senior year. Departmental courses not listed as research seminars will meet the requirement if the student receives the instructor's permission to submit a supervised research paper which conforms to the department's "Guidelines for Research Papers." With the approval of the student's advisor and the department chair, history seminars at other institutions may fulfill this requirement.

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*On leave 1993-94.

‡On leave second semester 1993-94.

Based on our judgment that historical knowledge is knowing what is different and what is similar, the Department has devised the following requirements in order to ensure the geographical and chronological breadth in a History major program. In making their course selection, students are expected to take courses in at least three of the following seven areas: the United States; Medieval and Early Modern Europe; Modern Europe; the Middle East and Africa; Africa, the Caribbean, and Black America; Latin America and the Caribbean; and East Asia. Majors are also expected to elect at least one course primarily concerned with pre-nineteenth-century history.

Each major in the first semester of the Junior year will designate one of the listed areas as a field of primary interest or, with the approval of the advisor, will designate a field of a comparative or topical nature. Students are expected to take at least three courses in their designated field of concentration.

Comprehensive Evaluation. Students writing honors theses thereby fulfill the Department's comprehensive requirement. Other majors will be expected to have demonstrated before the middle of their last semester both general and special historical knowledge in two essays to be read by an evaluating committee of the Faculty.

Honors Program. Students who are candidates for honors will normally take two courses, History 77 and History 78, in addition to the eight courses required of all majors. With the approval of their Departmental advisor, honors candidates may also take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her honors project.

Unless otherwise specified, all courses are open to Freshmen.

1s. Introduction to History: The Making of Events. This course explores the making and writing of history in the modern world by examining a number of particular events that have gained significance because of what historians have written about them. Students develop perspectives and skills that help them to compare the making and writing of history in widely diverse areas, ranging from personal and family affairs to public institutions and affairs of state, in different times and in different parts of the globe. Our goals are to achieve an active sense of how past events come to resonate with current experience through the intervention of the historian's craft and to prepare ourselves for continuing the study of history. This year's events are the killing of Steve Biko in South Africa in the 1970s, the execution of Charles I of England in 1649, the murder of a peasant woman in North China in 1672, and Bacon's rebellion in the colony of Virginia in 1676. Three class meetings per week.

Required of all History majors. Second semester. Professors Corbett, Czap, Redding, and Sweeney.

EUROPE

2f. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Through a reading of works by P. Brown, H. Pirenne, G. Duby, R. W. Southern, J. Burckhardt, J. Huizinga, and F. Braudel we will also explore the ways in which Europeans have conceived of this thousand years of historical experience.

First semester. Professor Cheyette.

3. European Society in the Eleventh and Twelfth Centuries. This course will focus on two events—a war for power in Flanders in the 1120s and the Norman conquest of England in 1066—and through a discussion of primary documents explore the larger social, political, economic, and cultural environment in which those events took place. Readings will include chronicles, papal and royal letters, memoirs, *chansons-de-geste*, law books and court cases, and *Domesday Book*. Offered alternately with History 5.

First semester. Professor Cheyette.

4. Art, Culture and Society in the Italian Renaissance. Through an analysis of selected works by Michelangelo, Petrarch, Boccaccio, Josquin, Machiavelli, and other artists, writers, and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider, first, the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and second, the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence, Rome, and the Church.

Second semester. Omitted 1993-94. Professors Cheyette and Courtright.

5s. Government and Society in Western Europe, 1300-1600. How did the Old Regime come into being? This course will examine the four pillars of early-modern government—war, taxation, justice, and patronage—their institutional elaboration in courts, offices, orders, parliaments and Estates, and their ideological extensions in chivalry and courtesy, theories of estates and magistracies, right of resistance and constitutionalism, myths of kingship and divine right. These will be studied in the context of the Great Schism and Conciliar Movement in the Church, and the Hundred Years War. Offered alternately with History 3.

Second semester. Omitted 1993-94. Professor Cheyette.

7s. The Reformation Era, 1500-1660. The ideas of the great reformers (Luther, Calvin, Loyola) will not be neglected in this course but the primary emphasis will be on the relationship between religious ideas and social, political, and cultural change. Among the topics discussed are the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, and developments in early modern Jewish history. The role of religious ideas in sixteenth- and seventeenth-century mass movements (notably the Dutch Revolt and the English Revolution of 1640) are also surveyed. Readings include several classic interpretations of the Reformation but are more heavily weighted toward recent works in sixteenth-

and seventeenth-century social history, urban history, women's history, and the history of popular culture. Two class meetings per week.
Second semester. Omitted 1993-94. Professor Hunt.

8f. Popular Culture in Early Modern Europe. The course will explore the content of European non-elite ideas over the period approximately 1500 to 1800. Of special concern will be the role of the printing press in the first era of substantial non-elite literacy, the widening gap between "high" and "low" culture in the early modern period, the position of women, and the connection between "folk culture" and political activity. Readings will include recent works by Elizabeth Eisenstein, Carlo Ginzburg, and Natalie Davis, together with sixteenth-, seventeenth-, and eighteenth-century chap books, popular ballads, folk tales, magical spells and the like. Two class meetings per week.
First semester. Omitted 1993-94. Professor Hunt.

9. The European Enlightenment. This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role of Enlightenment ideas in the French Revolution, women and non-elites in the Enlightenment, and connections between the printing press, Enlightenment ideas and popular culture. The reading for the course will include works by Locke, Montesquieu, Voltaire, Adam Smith, Jean-Jacques Rousseau and Wollstonecraft. Two class meetings per week.
First semester. Omitted 1993-94. Professor Hunt.

10. The Era of the French Revolution. The history of France during the turbulent years of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the coronation of the Emperor Napoleon I in 1804. Special attention is given to the bicentennial commemoration of 1789. Two class meetings per week.
Second semester. Professor Bezucha.

13. Modern European Thought. A seminar dealing with major themes and movements in European intellectual history from the era of Romanticism to the mid-twentieth century, including such topics as Positivism and Darwinism, varieties of Marxism, Aestheticism, Irrationalism, and Existentialism. Readings include literary and historical works and writings on society, politics, and philosophy by leading intellectual figures of the period. One class meeting per week.
Limited to 25 students. First semester. Professor Halsted.

14. Victorians and Edwardians. The people and culture of nineteenth-century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself, including autobiographies, social criticism, novels, and poetry. Two class meetings per week.
Limited to 25 students. Second semester. Omitted 1993-94. Professor Halsted.

16. Seminar on Modern European History. Examination of a selected topic on the history of Europe since the eighteenth century. Two class meetings per week.
Not open to Freshmen. Second semester. Omitted 1993-94. Professor Bezucha.

17s. Europe at the Zenith of World Power. A survey of European history from the Napoleonic wars of the early nineteenth century to the outbreak of the Great War in 1914. Two class meetings per week.
Second semester. Professor Bezucha.

18. Europe's Loss of World Hegemony. A survey of European history from the Great War of 1914-1918 to the partition of the continent following the defeat of Hitler's Germany in 1945. Two class meetings per week.
Second semester. Omitted 1993-94. Professor Bezucha.

19. Europe in the Cold War Era. A survey of European history from the establishment of two separate German states in 1949 to the re-unification of Germany in 1990. Two class meetings per week.
First semester. Professor Bezucha.

21. Eastern Europe: The Danubian Basin Since the Eighteenth Century. The course will focus on the region of Eastern Europe through which the Danube River flows, particularly the land for which it has played a central role (those comprising present-day Austria, Bulgaria, Hungary, Rumania, and what until recently were the republics of Czechoslovakia and Yugoslavia), and on the period from the Ottoman Turkish siege of Vienna in 1683 to the recent collapse of Communism. The region will be treated as a major arena of clashing imperialisms and competing nationalisms and as a part of its larger European setting even while sustaining distinctive and diverse features of its own. Three class meetings per week.
First semester. Professor Petropulos.

24f. Russia: A History of Russia Until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.
First semester. Professor Czap.

25s. Russia: A History of Late Imperial and Soviet Russia. As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider interpretations of the 1917 Revolution in the absence of the Soviet Union. Three class meetings per week.
Second semester. Professor Czap.

26f. Topics in Russian History. The topic for this seminar will change from year to year. Knowledge of Russian history, literature, or language will be helpful but not required. Introductory core reading, individual research projects and reports. One seminar meeting per week.
Not open to Freshmen. Limited to 20 students. First semester. Omitted 1993-94. Professor Czap.

UNITED STATES

28. Colonial North America. A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Two class meetings per week.

Second semester. Professor Sweeney.

29s. The Era of the American Revolution. Selected topics focusing on the period from 1760 to 1791. The course begins by examining the origins and course of the American Revolution. The Revolution is studied as a political, social, military, and cultural event. The remainder of the course focuses selectively on the political, social, economic, and cultural legacy of the Revolution and on attempts by American men and women to grapple with its meaning and to shape a new nation during the late 1700s. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Sweeney.

30f. Early American Material Culture, 1600-1850. This course provides an introduction to the interpretation of material culture as documents of early American history. It will examine the creation and use of a variety of artifacts and landscapes beginning with those of native peoples and the earliest English settlements and ending with the beginnings of the Industrial Revolution. Using resources at Historic Deerfield, Inc., the Mead Art Museum, visual evidence, and documentary sources, the course will explore the meaning of individual objects from several perspectives, utilizing approaches drawn from the disciplines of history, art history, archaeology, anthropology, and cultural geography. Two class meetings per week.

First semester. Omitted 1993-94. Professor Sweeney.

31. Native American Histories. This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, native arts, artifacts, photographs, films and other sources. Two class meetings per week.

First semester. Professor Sweeney.

33. African-American History from the Slave Trade to Reconstruction. (Also Black Studies 57.) See Black Studies 57 for description.

First semester. Omitted 1993-94. Professor Blight.

34. African-American History from Reconstruction to the Present. (Also Black Studies 58.) See Black Studies 58 for description.

Second semester. Professor Blight.

35. The Civil War and Reconstruction Era. (Also Black Studies 59.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the secession crisis and the war that emancipated four million black people and tested the very nature and existence of a federal union in America. Major stress will also be placed on political and military leadership, the social and individual experience of total war, the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change, and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

First semester. Professor Blight.

36. Research Seminar on Race and Reunion: The Memory of the Civil War. (Also Black Studies 84). This course will explore the meaning and memory of the Civil War and Reconstruction in American cultural history. Two broad, overlapping, and conflicting themes will be the focus of the seminar: one, the memory of slavery, emancipation, and the ideal of racial equality; and two, the memory of sectionalism, war, and reunion. Sub-themes will include the Lost Cause, the New South, veterans' organizations and the martial ideal, national reconciliation in politics, America's emergence as an imperial power, popular culture (including film), Jim Crow, racial violence, historiography of slavery and Reconstruction, black community and protest organizations, and debates over the nature of collective memory and cultural mythology. Readings will consist of history and fiction, and may include works by Stephen Crane, Ambrose Bierce, Frederick Douglass, Emily Dickinson, Mark Twain, W.E.B. DuBois, William Faulkner, Allen Tate, Oliver Wendell Holmes, Jr., Robert Penn Warren, Margaret Mitchell, Margaret Walker, Toni Morrison, Albion Tourgee, and Ralph Elison. Historical works by Daniel Aaron, Paul Buck, Eric Foner, Gaines Foster, and Mark Trachenberg will set the stage for a broad exploration of the contending cultural memories of the Civil War era.

Not open to Freshmen. Admission with consent of the instructor. Limited to 20 students. Second semester. Professor Blight.

39s. American Diplomatic History I. This course will survey the history of American foreign relations from the American Revolution through the First World War. Two class meetings per week.

Second semester. Professor Levin.

40. American Diplomatic History II. This course will survey the history of American foreign relations from the Republican diplomacy of the 1920s through Kennedy's diplomacy of the early 1960s. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Levin.

41s. American Diplomatic History III. This course will survey the history of American foreign relations from the Vietnam War to the present. Three class meetings per week.

Second semester. Omitted 1993-94. Professor Levin.

42f. Nineteenth-Century America. A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the emergence of a modern society characterized by large-scale industry, big cities, organized democratic politics, mass culture and an imperial state. Topics will include changing ethnic, racial, gender, and class relations; the causes and consequences of the Civil War; and the rise and fall of Victorian culture. The format will include lectures and weekly discussions; readings will be drawn heavily from original sources. Two class meetings per week.

First semester. Omitted 1993-94. Professor Couvares.

44. The Rise of Mass Culture. A survey of the history of modern commercial culture. The course considers the emergence of urban consumer markets and of specialized forms of production and distribution of "leisure goods" during the nineteenth century. The course will emphasize the last one hundred years in the United States and will examine the continuing debate over the meaning and "impact" of mass culture. Topics will include advertising, popular music, radio, and television. Special attention will be paid to motion pictures as a case study of modern cultural production. Two class meetings per week.

Limited to 40 students. Second semester. Omitted 1993-94. Professor Couvares.

46. Research Seminar in American Social and Intellectual History. The course investigates changing ideas and structures in the sciences, arts, and humanities between 1820 and 1970. The chief vehicle for this exploration will be the history of American colleges and universities. Topics treated include student culture, faculty culture, professionalization of academic disciplines, administrative specialization, alumni relations, and the public perception of academia. After readings in selected primary documents and recent scholarship, students will undertake major research papers based on archival investigation. Students are encouraged to base their papers on the history of Amherst College, or some nearby institution with rich archival sources.. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Hawkins.

47s. Twentieth-Century America. The course broadly traces United States social, political, and intellectual history from 1900 to 1974, with emphasis on tensions between liberal ideology and trends toward centralization and collectivization. Among topics considered: Progressivism, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the counterculture, the New Left, the domestic experience of war, Watergate, and the energy crisis. Lectures, discussions, and film showings. Three class meetings per week.

Second semester. Omitted 1993-94. Professor Hawkins.

48f. The Culture of Imperialism in America. An exploration of American imperialism and its impact on domestic developments in political and cultural expression, racial, ethnic, and class relations, gender, and sexuality. Special attention will be paid to the cultural negotiation of American national identity in the twentieth century. Themes will include: the legacy of "Indian wars" and westward expansion; the rise of the imperial state; the uneasy inclusion of colonial possessions within the American polity; the rise of exoticism; sexuality and the family as aspects of the imperialist project; forms of dissent and resistance. The course will utilize secondary and primary sources, including fiction, film, and the visual arts. Two class meetings per week.

First semester. Professor Renda.

LATIN AMERICA AND THE CARIBBEAN

50f. Caribbean History. This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

First semester. Omitted 1993-94. Professor Campbell.

51s. Topics on the Caribbean and Latin America. The topic changes from year to year.

Second semester. Omitted 1993-94. Professor Campbell.

52. Research Seminar on Peoples and Cultures of the Caribbean. The Caribbean is a multi-cultural area arising from its ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. This course will combine popular culture, folklore, and social history by examining movements such as Rastafarianism, *vaudum, santeria, pocomania,* the *Shango* cult, as well as the social content of certain musical forms like the Reggae, the Calypso, the *Son,* the *Mambo,* the *Merengue* among others. Films, art objects, readings, discussions and guest lectures. One class meeting per week.

Not open to Freshmen. Limited to 25 students. Second semester. Omitted 1993-94. Professor Campbell.

53s. Trade and Plunder in Latin America and the Caribbean. The course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the role of merchant capital in the organization of different forms of servile labor, and the rise and growth of certain cities (Cartagena, Vera Cruz, Porto Bello, Panama, Havana, Port Royal, etc.) and their interactions with the outside world and the hinterlands. Attention will also be given to the part these cities played in the eventual development of Creole societies in the region. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Campbell.

56f. Colonial Society in Latin America, 1492-1825. What were the principle characteristics of colonialism in Latin America and how can an understanding of these characteristics inform our general understanding of Latin American society today? This course examines the history of the region from the era of European conquest until the outbreak of the Wars of Independence. Readings and class discussions will cover such topics as the military and spiritual conquest of the Americas, the persistence of indigenous forms of social organization and religiosity, and the emergence of distinctly *colonial* institutions, forms of social relations and mentalities. The nature and complexity of colonial race relations, and the recurrence of insubordination and revolt against the imperial authority will be topics of particular emphasis. Two class meetings per week.

First semester. Profesor Corbett.

57s. Introduction to Modern Latin America, 1880 to the Present. This course will examine the history of Latin America from social, economic and political perspectives. Latin America's participation in the world export economy, the rise of foreign investment and industrialization, and the consequent impact of these economic changes upon social relations and politics will form the central foci of the course. Course materials will include readings in history, anthropology and Latin American literature. Particular emphasis will be given to such issues as the consolidation of state power, shifting notions of communal, ethnic and national identity, the growth of popular political participation, and the changing roles of religion, kinship and class in defining individual and corporate behavior in twentieth-century Latin America. The course will have a combination lecture/discussion format. Two class meetings per week.

Second semester. Omitted 1993-94. Professor Corbett.

58f. Rebels, Bandits, and *Caudillos*: Social Conflict and Political Culture in Latin America. This seminar will explore the various forms of social protest and political resistance that emerged in Latin America from the Wars of Independence (1810-1820) to the Mexican Revolution of 1910. Special attention will be given to the shape and content of rural liberation movements, the types of Latin American banditry, and the role of the regional chieftains (*caudillos*) in constructing the new nations and modernizing the colonial discourses of patriarchy and authoritarianism. One class meeting per week.

Limited to 20 students. First semester. Professor Corbett.

60. Latin America in the Age of Revolution, 1750-1880. Lectures and readings will examine the economic and political processes underlying the collapse of colonialism in Latin America, the movements for independence, the construction/invention of new nations and new nationalisms, and the rise of neo-colonial Latin America. These processes will not be looked at in isolation, but understood within the global context of the rise of industrial capitalism in Europe and the political aftermath of the French and American Revolutions. Special attention will be paid to the economic and political structures of colonial Latin America, the causes of popular mobilization (or lack thereof), the nature of political leadership, and the languages of political opposition, in particular the varieties of Latin American republicanism and liberalism. This course will explore the ways in which the social and political conflicts of nineteenth-century Latin America, conducted as they were through the language of "civilization vs. barbarism," led to the creation of nations founded upon racial and ethnic inequalities, huge income disparities, and limited political participation. Three class meetings per week.

Second semester. Professor Corbett.

61s. The Mexican Revolution and the Making of Modern Mexico. This seminar will explore the history of twentieth-century Mexico through the prism of the Mexican Revolution (1910-1920)—the pivotal event in modern Mexican history and one whose meanings are still very much contested today. Readings and discussion in the first half of the seminar will explore the causes of social and political upheaval at the turn of the century and examine the variety of social movements within the Revolution itself. The second half of the seminar will examine post-revolutionary Mexico and the ways in which the language, images, myths and heroes of the Revolution remain very much alive, forming the basis of twentieth-century Mexican political culture. We will examine the ways in which this "Revolutionary" culture infuses meaning into political and economic conflicts, and how the symbols of the Mexican Revolution have worked to define, and to limit, the nature of social change in Mexican society. The seminar will conclude with a consideration of the future of the Mexican Revolution, particularly as it pertains to the current free trade debate and the struggle for democracy. One class meeting per week.

Limited to 25 students. Second semester. Omitted 1993-94. Professor Corbett.

ASIA

62f. Chinese Civilization in Historical Perspective. A study of the classical roots and historical development of Chinese statecraft, philosophy, religion and culture before the modern era. Beginning with The *Book of Songs (Shih Ching)* and ancient shamanistic religious rituals, we will trace the interaction between elite and popular cultures in the growth of the imperial state, the Confucian tradition of statecraft and philosophy, Taoist traditions in art and science, and Buddhist religious culture. Economic transformation and the expansion of Chinese civilization are considered in comparison with the Western patterns. Modern and traditional interpretations will also help us to explore the affinities and frustrations Chinese feel with respect to the Chinese past in comparison with modern and Western ways. Three class meetings per week.

First semester. Professor Dennerline.

63s. Modern China. The course will focus on three themes that have occupied historians of China and tormented ordinary Chinese people for the past 150 years: political mobilization, the conflict of Western and Chinese cultures, and the dynamics of economic development and social control. We will explore these themes in major political events from the Opium War of 1840 to the revolution (1911-1949) and the pro-democracy movement of the 1980s, with equal attention to issues such as family structure, peasant economy, the New Culture and the identities of intellectual elites. Three class meetings per week.

Second semester. Professor Dennerline.

64. Topics in Chinese Civilization. The topic changes from year to year.

Second semester. Omitted 1993-94. Professor Dennerline.

65. Topics in Modern Chinese History. The topic is "Tiananmen and the Roots of Democracy." The course will explore the social, political, and intellectual conditions underlying the pro-democracy movement and government crackdown of 1989. Our goal is to improve our understanding of the dynamics of the movement by relating them both to recent demands for political and economic reform, and to longer term issues such as constitutional government, traditional patterns of authority and moral opposition, the role of education, the differences between urban and rural society, freedom of the press, and personal autonomy. Students will undertake independent projects in consultation with the professor. Seminar format. Two meetings per week.

First semester. Omitted 1993-94. Professor Dennerline.

67s. Japanese History to 1600. An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification under the Tokugawa Shogun in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

Second semester. Professor Moore.

68f. Japan Since 1600. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the formation of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U.S. military occupation, and problems of rapid economic growth in recent years. Two class meetings per week.

First semester. Professor Moore.

69s. Postwar Japan. The course will study the postwar transformation of Japan from a world military power to a pacifist, mercantilist regime. We will examine the basic political, social, and economic changes imposed by the American military occupation, 1945-52; the origins of the Japan-U.S. alliance; the causes of Japan's economic "miracle" in the 1960s and 1970s; Japan's responses to growing pressure from its major trading partners in the 1980s; the challenges of being Asia's new giant without fully rearming; and major problems of post-industrial society. Two class meetings per week.

Second semester. Professor Moore.

MIDDLE EAST

72f. The Middle East from 600 to 1300 A.D. An historical examination of Middle Eastern peoples and cultures from the rise of a new monotheistic religion (Islam) and a new ruling group (the Arabs) to the formation of a new civilization in which non-Muslims and non-Arabs also played a contributing role. Special attention will be given to the dynamism and diversity of Islam during this period and to the impact of Persians and Turks on the changing social order of the Middle East. Two class meetings per week.

First semester. Professor Petropulos.

73s. The Middle East from 1300 to the Present. This course extends from the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Professor Petropulos.

75s. Research Seminar: Nationalism in the Middle East. Designed as a seminar, the course will cover the nineteenth and twentieth centuries and will examine the rise of nationalism in the Middle East. It will begin with a short survey of the European precedent based on contemporary documents (Sieyes, Fichte, Renan, etc.). It will then focus mainly on Turkish and Arab nationalisms. Special attention will be paid to the relationship between socio-political developments and the rise of nationalism, to the patterns of disintegration of the traditional multi-ethnic society with the advent of the new ideology, and to the role of nationalism in the persisting conflict between secularism and political Islam. One class meeting per week.

Limited to 20 students. Preference given to History majors and students with a background in Middle Eastern Studies. Second semester. Five College Professor Kuyas.

79. The History of Israel. This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Three class meetings per week.

First semester. Professor Levin.

AFRICA

81. Introduction to South African History. This course will explore major themes in the history of a troubled country. The ruling racial and ethnic oligarchy of South Africa makes this country unique in the postcolonial world. The economics of South African racism fuels a continuing international debate. The course will provide historical perspective on the current debate over apartheid by examining the archaeological and anthropological evidence regarding the indigenous cultures, the initiation and expansion of white settlement and African resistance, the effects of gold-mining and international capital, and African nationalism and cultural responses to apartheid. Two class meetings per week.

First semester. Professor Redding.

82f. Topics in African History. The topic changes from year to year. One class meeting per week.

Limited to 25 students. First semester. Omitted 1993-94. Professor Redding.

83. State and Society in Africa Before the European Conquest. Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Redding.

84. Twentieth-Century Africa. This is a general history of Africa from the late nineteenth century to the present day. Africa is a continent of great variety—in social forms, in economic means and in historical background. Our approach will be topical rather than chronological. We will study methodological problems; the integration of African societies into the world economy; the religious, social and ecological impact of imperialism; and the anticolonial struggles and post-colonial African states. The persistent antagonism between various forms of the state and the majority of African people will be emphasized. Three class meetings per week.

Second semester. Professor Redding.

THE HISTORY OF SCIENCE

87s. Science and Society in Modern America. A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include: the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American

scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.
Second semester. Professor Servos.

88f. Disease and Doctors: An Introduction to the History of Western Medicine. Disease has always been a part of human experience. It has touched every people in every time and place; it is something with which we have all had direct experience. Doctoring, if not the oldest profession, is certainly one of the oldest. This course treats the evolution of Western medicine from antiquity to the modern era by focusing on the influence of changing disease patterns upon medical theory, medical practice, and notions of the physician's social function. Two class meetings per week.
First semester. Professor Servos.

89s. Turning Points in the History of Science. An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, the beginnings of the social sciences, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.
Second semester. Professor Servos.

COMPARATIVE HISTORY, WOMEN'S HISTORY, AND SPECIAL TOPICS

91. Comparative Slave Systems. This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.
First semester. Omitted 1993-94. Professor Campbell.

92f. European and American Women in Comparative Perspective. The course examines the period 1500 to the present. Among the topics discussed are women and witchcraft, women and politics in the age of democratic revolution, women and slavery, sexuality and reproduction in the nineteenth and twentieth centuries, the role of women in working class movements and the civil rights movement, and the origins of the women's movement in the 1960s and '70s. Special attention will be paid to the role of race, class, and national heritage. Students will read novels and primary sources such as diaries and political tracts in addition to secondary works in women's history. Two class meetings per week.
First semester. Omitted 1993-94. Professor Hunt.

93. Topics in the History of Sex, Gender, and the Family. (Also Women's and Gender Studies 20f.) The topic changes from year to year. One class meeting per week.
Limited to 15 students. First semester. Omitted 1993-94. Professor Hunt.

94f. Women and Gender in America: The Twentieth Century. (Also Women's and Gender Studies 49.) This course will survey the history of women and the cultural construction of gender in the United States since the turn of the century. How have class, race, and ethnicity shaped the history of women's work, debates over female sexuality, women's attempts at social change, and representations of women in cultural and political contexts? In what ways has gender contributed to racial consciousness and class configurations in the United States? Using primary and secondary material, we will consider the historical construction of "women's experience" in the realms of work, politics, sexuality, and reproduction. Two class meetings per week.

First semester. Professor Renda.

95s. Feminist Theory and History. (Also Women's and Gender Studies 55s). See Women's and Gender Studies 55 for course description. One class meeting per week.

Limited to 20 students. Second semester. Professor Renda.

96. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. The topic for 1993-94 will be: The French Resistance Movement During World War II and the Algerian National Liberation Movement After World War II. Two class meetings per week.

Second semester. Professor Petropulos.

77, D77, 78, D78. Senior Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

99s. Research Seminar in Comparative History. The topic changes from year to year. One class meeting per week.

Limited to 20 students. Second semester. Omitted 1993-94.

RELATED COURSES

The American West. See American Studies 11.

First semester. The Department.

The Crisis of the State in Africa. See Anthropology 42f.

Limited to 20 students. First semester. Omitted 1993-94. Professors Goheen and Redding.

African Systems of Belief and Knowledge in Historical Perspective. See Anthropology 46.

Requisite: A prior course pertaining to Africa or consent of the instructors. Limited to 20 students. Second semester. Omitted 1993-94. Professors Goheen and Redding.

Greek History. See Classics 32.

Second semester. Professor Sinos.

History of Rome. See Classics 33.
First semester. Professor Montague.

The Economic History of the United States. See Economics 28.
Requisite: Economics 11. Second semester. Professor Barbezat.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28.
Second semester. Professor Umphrey.

The Nazi Olympics. See Mellon Seminar 1.
Limited to 20 students. First semester. Professor Guttmann.

Religion in the Atlantic World, 1450-1808. See Religion 32f.
First semester. Omitted 1993-94. Professor Wills.

American Religious History I. See Religion 33.
First semester. Omitted 1993-94. Professor Wills.

American Religious History II. See Religion 34.
Second semester. Omitted 1993-94. Professor Wills.

Religion and Politics in the United States. See Religion 36f.
First semester. Omitted 1993-94. Professor Wills.

History of Christianity—The Early Years. See Religion 45.
First semester. Omitted 1993-94. Professor Doran.

The World Columbus Found: Pre-Columbian Civilization of Latin America and the Caribbean. See Colloquium 12.
Limited to 30 students. Second semester. Omitted 1993-94. Professors Campbell and Proulx (University of Massachusetts).

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the College Committee on Special Programs, design their own Latin American Studies major, taking advantage of the varied Five-College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 288, and the Certificate advisor for 1993-94 is Professor Barbara Corbett of the History Department. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professors Campbell and Corbett of the History Department, Professor Rubin of the Political Science Department, and Professors Benítez-Rojo, Maraniss, and Stavans of the Romance Languages Department.

Individual courses related to the Latin American area which are offered at the College include: Black Studies 30 and 37; English 55; History 50, 51, 52, 53, 56, 57, 58, 60, and 61; Political Science 24, 36, 37, 62, and 68; Romance Languages (Spanish) 17, 22, 32, 34, 36, 40, 41, and 42.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns and Sarat (Chair), Assistant Professors Douglas and Umphrey†, Visiting Professor Merry.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of nine courses. Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture).

Courses required of all majors are: LJST 18f (The Social Organization of Law) and LJST 26 (The Image of Law in Social and Political Thought). These courses should be taken preferably during the first or second year. In addition, majors must complete one course in Interpretive Practices, and one course in Historical and Cross-Cultural Perspectives. Students should consult with their advisor to determine which courses fulfill these requirements. It is also recommended that majors take one course designated as a Seminar which will normally be limited in enrollment, emphasize independent inquiry, and require substantial writing.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a Law, Jurisprudence and Social Thought major.

Honors Program. The Department awards Honors to Seniors who have achieved distinction in course work for the nine courses required of all majors, have completed, in addition, a two-course Honors Tutorial (LJST 77 and 78), and have submitted a thesis of Honors quality. In special cases and with the approval of the entire Department, a student may be permitted to devote three courses to his or her Honors project.

Students seeking to do Honors work must have a grade average of B in courses approved for the major. In addition, they must submit, at the beginning of the first week of classes in the first semester of their Senior year, a description of an area of inquiry or topic to be covered, a list of courses which provide necessary background for the work to be undertaken, and a bibliography. Students contemplating Honors work should consult with members of the

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†On leave first semester 1993-94.

Department during the second semester of their Junior year to define a suitable Honors project.

Admission to the Honors Program is contingent on the Department's judgment of the feasibility and value of the student's proposal as well as on his or her preparation and capacity to carry it through to a fruitful conclusion. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated by a committee of readers whose members will make recommendations to the Department concerning level of Honors.

Comprehensive Requirement. All LJST majors will be required to fulfill a comprehensive requirement. For students doing Honors work, successful completion of that work will be taken to fulfill the comprehensive requirement. Others will be required to meet with the Department to discuss their work in the major.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

18f. The Social Organization of Law. (Also Political Science 18f.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

22. Rights and Wrongs. This course will examine the way ideas of rightful and wrongful conduct are constructed in contemporary American legal texts and the way legal thought has confronted the paradoxes and possibilities of modern social life. It will do so through a comparison of the law of torts—private actions for personal injury—and the law of crimes—prosecutions for violations of public order. Although concerned with similar issues, these two areas of law appear to define duties, assess responsibility and impose liability in different ways. Moreover, these two legal domains are often seen as conforming to distinct conceptions of the relationship between law and society—one holding that law should be responsive to considerations of private utility and the interests of autonomous individuals, the other viewing law as a mechanism for attaining public order and virtue. In examining torts and crimes we will confront the way law's interpretive constructs and categorical framework are imposed on social life. We will read court decisions and theoretical essays on the justification for punishing attempted but unsuccessful harms, including attempted suicide, and the conflict between private rights and public benefits in cases on environmental pollution and injuries resulting from dangerous, but socially useful, products.

Second semester. Omitted 1993-94. Professor Sarat.

23. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, the internment of Japanese-Americans at the end of World War II, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

24. Property, Liberty and Law. Ownership of private property furnishes an essential basis of legal personhood in modern society. According to some political and legal theorists, property helps to ensure, even as it defines the bounds of, individual liberty. In contrast, critics contend that individuals surrender their liberty and other aspects of their humanity when they link their civic status to property and ownership. For these critics, property serves as a weapon of social control, excludes certain persons from the privileges that inhere in ownership, and, as a result, reinforces economic inequality. This course will consider both assessments of property in the context of a larger scrutiny of the role of law in configuring ownership and freedom. In tracing the evolution of property in the American legal system, the course will draw upon materials from political theory, law, economics, and history to ask: What is property? What is the legal definition of ownership? How are property rights structured in the American legal system? What things can be subsumed within the regime of property? What things cannot? Here we will consider the difference between possession and entitlement as well as different forms of property—private, public, and common; intellectual and tangible. In all of this we will probe continuing contradictions in the relationships among property, liberty, and law.

Second semester. Omitted 1993-94.

26. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by Plato, Augustine, Blackstone, Marx, Freud, and such contemporary thinkers as Judith Shklar and Roberto Unger.

Second semester. Professor Kearns.

27. Justice and Injustice in Law and Legal Theory. Justice, according to John Rawls, is the first virtue of all social institutions. But some legal theorists contend that law is specially implicated in the business of justice and that the achievement of just social, political and economic structures through the use of just procedures is the defining task of law. This course is about justice and law and about the forms justice takes in law. How are the demands of justice promoted, modified or compromised by legal institutions?

We will study the contested meanings of justice and injustice in literature and philosophy, but our focus will be on justice in its legal form. We will ask whether various ideals of legality (e.g., impartiality, objectivity, and neutrality) promote *in*justice by making law unresponsive to the complexities of human action and the needs of persons. How does a commitment to impersonal rules shape the boundaries between legal harms and mere misfortunes, and determine whether judges and other legal officials recognize and remedy injustice? Does the attempt to make law just and to provide effective legal responses to injustice distract us from addressing myriad other needs, pains, and grievances that lie beyond law's reach? Readings will be drawn from both classical and contemporary authors, for example, Aristotle, Dickens, Hart, MacKinnon, Nozick, Rawls, and Walzer.

First semester. Professor Kearns.

28. Law and Social Relations: Persons, Identities and Groups. This course will explore the tangled history of social difference and dominance in American law. We will examine the contradictions and tensions inherent in legal meanings of identity in the context of laws concerning race and ethnicity, gender, religion, class, and sexual orientation. Which identities have been included and which have been excluded from legal protection at specific historical moments, and why? How historically contingent is the content of, for example, the category of "race" in equal protection analysis? What tensions have emerged in different eras between the competing constitutional values of individual liberty and social equality? We will read both constitutional cases and statutory law, as well as historical and contemporary legal commentary, and will focus particularly on interpretations of the First and Fourteenth Amendments.

Second semester. Professor Umphrey.

30. The Rhetoric of Law: Proof and Persuasion in the Legal Process. This is a course about law as discourse, proof, and persuasion. We will study the unusual ways legal narratives are constructed and examine the rhetoric of law as it reveals what is regarded as important in the legal process. We will compare commonsense, mathematical, scientific and philosophical conventions of speech, knowing and proof to the methods of law. Specific attention will be paid to the rhetoric of the trial, to the rules of evidence that govern its production, and to the truthfulness and reliability of the stories that emerge in adversarial proceedings. These stories will be considered in light of their re-reading and re-negotiation by appellate judges and others within the hierarchy of law. This consideration will lead us to inquire about the relationship between the rhetoric of law and other rhetorical/narrative modes. How do all narratives, by patrolling desire, disciplining discourse and policing the range of expression, perform functions which can be identified as legal? Finally, we will consider how judges and lawyers respond to alternative narrative strategies—strategies which subvert the controlled discourse of law, open up new narrative worlds, or insist that law attend to the social world kept at a distance by its own rhetorical conventions.

Materials will include case studies of systems of proof and persuasion in several cultural contexts and historial periods, trial records, as well as material drawn from philosophy, literature, literary theory, and the sociology of law.

Second semester. Professor Sarat.

34. Law, Crime and Cultural Processes: An Historical Account. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries between kinds of behaviors or types of individuals and through direct physical violence and the containment of bodies (in the stocks or on the gallows, in prisons, in asylums, or on electronic tethers). On the one hand, crime and criminality are concepts embedded in culture, and their often contradictory meanings vary over time and according to social status.

This course will examine the interconnected concepts of crime and criminality historically, tracing shifts in the meanings of state prohibitions from sin to crime, and from crime as behavior to criminality as identity. Necessarily, then, we will ask questions about the kinds of crime most feared at any given moment; the construction of the criminal both doctrinally and culturally as a gendered, classed, and racialized person; and justifications used by the state to punish crime and discipline criminals. To understand the history of "crime" we will draw on a broad range of materials, from specific trials and legal opinions to popular cultural materials (fiction, photographs, films), as well as social theories and histories of criminality.

Second semester. Professor Umphrey.

36. Accusation and Confession. For an individual suspected of wrongdoing, the power of law is revealed most acutely at the moment of accusation. The accused finds himself wrenched from his everyday life, pitted against the mobilized resources of the state, his innocence called into question. At the same moment that accusations are made, complex procedures designed to protect the accused from the naked force of the state are set into motion. This course will examine the legal process of accusation, the human experience of being accused, and the unusual and often perplexing means by which judgments about guilt and innocence are made in the American legal system. What is the meaning of a presumption of innocence when the very act of accusation exposes the individual to a withering implication of guilt? How do we interpret the accused's right to silence when the very idea of being accused seems to demand a response? How can we best understand the claims of innocence or the confessions that individuals offer in the face of accusation? How does the legal concept of "guilt" comport with the same notion as presented in works of literature and philosophy?

Second semester. Professor Douglas.

38. Artistic Representation and Legal Regulation. Both the judicial and the artistic temper strive to order the world meaningfully, yet often the legal and the creative find themselves in conflict. This course will undertake a broad investigation of the relationship between law and the creative arts. What role should law play in the cultural life of a community? What can we learn about the law by studying its preoccupation with artistic creation? How does the law authorize and restrain creative work through such concepts as "originality," "defamation," and "obscenity"? What are the judicial and aesthetic consequences of the law's attempt to protect the "fruits of creative labor" through doctrines of intellectual property such as copyright? How have these doctrines evolved historically and can they be applied to contemporary cultural artifacts? These inquiries will lead us to consider the nature of the aesthetic response to legal interventions in the art world: How is the law imagined and constructed in contemporary cultural representations? Materials include contributions to aesthetic and legal theory, literature and film, as well as selected cases.

Second semester. Professor Douglas.

39s. Re-Imagining Law: Feminist Interpretations. (Also Political Science 39s.) See Political Science 39s for description.

Second semester. Professor Bumiller.

41. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in a manner deemed "authoratative" in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 25 students. First semester. Professor Douglas.

42. Policing: Legal Practices and Popular Imagination. The word "policing" suggests an act or a process, the construction and supervision of borders, the constant demonstration and imposition of authority or force over a person, group, behavior, or space presumed to be a threat to order. This course will explore policing as both a material practice and a cultural trope. We will examine the history of the police and various police tactics for maintaining order, constantly bearing in mind the blurred line between the police and the criminal, their interdependent identities and violent underpinnings. At the same time, we will consider "popular" policing (particularly vigilantism) and various kinds of social regulation (from moral reform movements to the welfare state) as extensions of the state's police power. On still another level, we will search out policing as a cultural phenomenon and an epistemological category. What is the relation between policing and detection? Between policing and surveillance? What role do the imaginary and the aesthetic play in giving meaning to the idea of policing? How are these meanings inscribed in popular cultural forms (the roman policier, the journalistic exposé, film noir) and contemporary life (home-video culture, computer tracking)?

Second semester. Omitted 1993-94. Professor Umphrey.

43. Law's History. History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

First semester. Omitted 1993-94. Professor Umphrey.

45. Colonialism, Post-Colonialism and Legal Theory. Law has played a critical role in the expansion of European colonial control over Africa, Asia, and the Pacific in the last three centuries, leaving a complex legacy in the post-colonial world. One of the uses of law in colonial situations was the construction of boundaries, social and sexual, between colonized and dominant groups. Recent scholarship in the anthropology of colonialism considers the ways in which the colonizers came to interpret subjugated peoples as "others" in relation to themselves and the ways in which the colonized constructed oppositional and resistant identities. What can we learn about the nature of law from colonial and post-colonial practices? What were the uses of law both in defining the subjugated as lawless and in legitimating colonial rule? How did law in the colonial context rationalize the violence of capitalist expansion? In what ways did colonized groups create their own law in forms of popular justice or reject the law altogether? Case studies will focus on British and American colonialism in Africa, India, and the Pacific.

First semester. Professor Merry.

77, 78. Senior Honors. Independent work under the guidance of a tutor assigned by the Department. Open to Senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Thought. See Anthropology 23.

Not open to Freshmen. First semester. Professor Babb.

Economic Anthropology and Social Theory. See Anthropology 43.
First semester. Professor Goheen.

Philosophy, Race and Racism. See Black Studies 72 (also Philosophy 22).
Second semester. Omitted 1993-94. Professor Gooding-Williams.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.
Open to Freshmen with consent of the instructor. First semester. Professor Parker.

Literature of the Civil Rights Movement. See English 67s.
Second semester. Professor Townsend.

Critical Theory. See French 34f.
First semester. Omitted 1993-94.

Modern European Thought. See History 13.
Limited to 25 students. First semester. Professor Halsted.

Topics in African History. See History 82f.
Limited to 25 students. First semester. Omitted 1993-94. Professor Redding.

Justice, the Good, and the State: The Classical Tradition in Political Philosophy. See Philosophy 25.
First semester. Professor Gentzler.

Themes in Modern Political Philosophy. See Philosophy 26f.
First semester. Omitted 1993-94. Professor George.

Ethical Theory. See Philosophy 34.
Requisite: One course in philosophy or consent of the instructor. Second semester. Professor Kearns.

Political Theory from Hobbes to Nietzsche. See Political Science 28.
Second semester. Professor Villa.

International Legal Theory. See Political Science 38.
Requisite: An introductory course in world politics and one of the following: Political Science 34, 35, 41, or 42. Second semester. Omitted 1993-94. Professor Machala.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.
Second semester. Omitted 1993-94. Professor Arkes.

The Post-Communist State. See Political Science 48.
Requisite: At least one course in any of the following: political theory, comparative politics, American politics, modern Chinese/Soviet history, or consent of the instructor. Second semester. Omitted 1993-94. Professor Machala.

Seminar in Constitutional Law: The American Founding. See Political Science 58f.
Limited enrollment. Admission with the consent of the instructor. First semester. Professor Arkes.

Punishment and Political Order. See Political Science 60.
Second semester. Omitted 1993-94. Professor Dumm.

The Islamic Religious Tradition. See Religion 17.
First semester. Professor Elias.

Ancient Israel. See Religion 21.
First semester. Professor Niditch.

Reading the Rabbis. See Religion 41s.
Second semester. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.
First semester. Professor Himmelstein.

Sociology of Conflict and Conflict Resolution. See Sociology 39s.
Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 1993-94. Professor Dizard.

Topics in Feminist Theories I: Practices of Race and Gender Resistance. See Women's and Gender Studies 23.
First semester. Professor Bumiller.

Topics in Feminist Theories II: Identifying Bodies. See Women's and Gender Studies 24f.
Not open to Freshmen. Limited to 20 students. First semester. Omitted 1993-94. Professor Barale.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, Asian Languages and Civilizations, English, Mathematics and Computer Science, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in creating an interdisciplinary major in linguistics are advised to consult Professor Andrew Parker, Department of English, Amherst College.

Language: Its Structure and Use. See Asian 34.
Limited to 20 students. Second semester. Omitted 1993-94. Professor Tawa.

Compiler Design. See Computer Science 37.
Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.
Open to Freshmen with consent of the instructor. First semester. Professor Parker.

Mathematical Logic. See Mathematics 34f.
Requisite: Mathematics 10, 25, or 28, or consent of the instructor. First semester. Professor Velleman.

The Psychology of Language. See Psychology 56.
Requisite: Psychology 11. Limited to 20 students. Second semester. Professor Duffy.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost, Bailey†, Cox, Denton, Starr*, and Velleman (Chair); Assistant Professors Call, C. McGeoch, L. McGeoch, and Rager; Visiting Assistant Professor M. Rogers.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Non-majors who seek introductory courses are advised to consider Mathematics 5, 8, 10, 11, and Computer Science 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 25, 26, 28, and at least three other courses in Mathematics numbered 10 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant applications of mathematics. These may be chosen from Physics 16 or 32, Physics 17 or 33, Economics 46, or other courses approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the Senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

For students considering a double major in Mathematics and Computer Science, the course requirements for both majors may be satisfied by completing the Mathematics major and taking Computer Science 11, 14, 21, 31 and two Computer Science electives. Note that Mathematics 38 (which is crosslisted as Computer Science 38) may not be counted toward both majors. Also, prospective double majors should be aware that Mathematics 10 is a prerequisite for Computer Science 31 and 38.

All students majoring in Mathematics are expected to attend the departmental colloquium during their Junior and Senior years.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the Senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 26 or 28.

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*On leave 1993-94.

†On leave first semester 1993-94.

A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the spring semester of their Junior year. (Those for whom the second semester of the Junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Secretary. Before the end of the Junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the Senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

5. Calculus with Algebra. Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not.

First semester. Professor Cox.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Cox.

8. Elementary Data Analysis with Statistics and Computing. A noncalculus approach to the collection and study of data. A combination of elementary statistical methods, common sense, and the computer will be used to encourage a critical attitude toward conclusions based on data. Introduction to the basic methods of statistics; to a computer-implemented statistical analysis package (such as Minitab); and to the computer itself. Although the computer will be used, there will be no need for or study of programming itself. This course is especially intended for students who expect to major in the humanities or the social sciences. Three hours of class and two hours of laboratory per week.

Requisite: Knowledge of high school algebra. No prior college-level mathematics courses are required and no prior experience with computers is needed.

This course may not be counted toward a major in mathematics. Mathematics 17 and Economics 15 may not be taken for credit if this course is taken. Second semester. Omitted 1993-94.

10. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory and logic with emphasis on mathematical induction; basic counting principles; relations and equivalence relations; graph theory and algorithms related to graphs; simple algebraic systems. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Velleman.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications, including Newton's method; the definite integral, simple applications; circular functions; logarithms and exponential functions. Four class hours per week. (Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester for Mathematics 11s permits a more thorough treatment of the same material as in Mathematics 11.)

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12f. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First semester. The Department.

12. Intermediate Calculus. Same description as Mathematics 12f.

Second semester. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Cox and Rogers.

13s. Multivariable Calculus. Same description as Mathematics 13.

Second semester. Professor Rogers.

14. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Professor Denton.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Second semester. Professor Cox.

17. Introduction to Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Denton.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Bailey.

23s. Topics in Geometry. With a unique stroke of pure genius, Euclid incorporated into his development of geometry the "parallel postulate." For two millennia many of the best minds all over the world believed this postulate to be a flaw. Although it took two thousand years for Euclid to be vindicated, vindicated he was by the discovery of non-euclidean geometry, which probably better describes currently observable phenomena.

We shall reconstruct Euclid's reasoning in developing his geometry, illuminating his thought processes by applying modern mathematical ideas and concepts. We postpone as long as possible commitment either to the parallel postulate (euclidean) or to its negation (non-euclidean) and we then pursue both trails. The only requisite is a little mathematical sophistication and curiosity about "What if . . . ?" Three class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Omitted 1993-94.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1993-94.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Armacost.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Call.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Armacost.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Call.

33. Differential Forms. In one-variable calculus, the most important theorem about integrals is the Fundamental Theorem of Calculus. In multi-variable calculus, there are several theorems about integrals, including Green's Theorem, Gauss's Theorem and Stokes' Theorem. This course will explore an n-dimensional generalization of these results, the Generalized Stokes' Theorem. To understand this theorem, we will need to explore the calculus of differential forms and the concept of manifold in n-dimensional Euclidean space. We will also study the Implicit Function Theorem and what differential forms tell us about the topology of a manifold. Three class hours per week plus weekly individual meetings with the instructor. Offered in alternate years.

Requisite: Mathematics 28. First semester. Omitted 1993-94.

34f. Mathematical Logic. An introduction to the mathematical study of deductive reasoning, focusing on the strengths and limitations of the use of deduction in mathematics. Topics will include the propositional and predicate calculi, deduction and validity, Gödel's completeness and compactness theorems, incompleteness and undecidability. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 10, 25 or 28, or consent of the instructor. First semester. Professor Velleman.

35. Topics in Algebra. The study of fields, leading up to the fundamental theorems of Galois theory. Criterion for the solvability of equations by radicals. Then a study of linear transformations of a finite dimensional vector space, including canonical forms and spectral theorems. The remainder of the course will vary in content from year to year. Possible topics include: fields of characteristic $p > 0$; classical theorems of Frobenius and Wedderburn; structure theorems for semi-simple rings; homological algebra; commutative algebra; rings of integers in algebraic number fields; group representations; lattices and Boolean algebras. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Omitted 1993-94.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and contextsensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11 and Mathematics 10 or consent of the instructor. Second semester. Professor L. McGeoch.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Bailey.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Omitted 1993-94.

77, 78. Senior Honors.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSE

Philosophy of Mathematics. See Colloquium 50.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors A. George and Velleman.

Computer Science

Major Program. The minimum requirements for the Computer Science major are Computer Science 11, 14, 21, and 31, and two additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 10, 11, 12, and one Mathematics course numbered 14 or higher. In meeting these requirements for the major in Computer Science, a course crosslisted under both Computer Science and Mathematics may not be counted as both a Computer Science course and a Mathematics course.

Students with a strong background in programming or in computer science may be excused from taking certain introductory courses. It is recommended that such students take the Advanced Placement Examination in Computer Science and consult with a member of the Department in the Freshman year. Majors in Computer Science should complete Computer Science 11, 14 and 21 as well as Mathematics 10, 11, and 12 before the Junior year.

Participation in the Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the Junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the Senior year.

Students considering a double major in Computer Science and Mathematics should consult the Mathematics section of the catalog to find the requirements for the double major.

All students majoring in Computer Science are expected to attend the departmental colloquium during their Junior and Senior years.

Comprehensive Examination. A comprehensive examination for *rite* majors will be given near the beginning of the spring semester of the Senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Secretary.

Honors Program. Students are admitted to the Honors program on the basis of a qualifying examination given at the beginning of the second semester of their Junior year. (Those for whom the second semester of the Junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Secretary. Before the end of the Junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will describe her or his thesis work colloquium.

11. Introduction to Computer Science. This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professor Rager.

11s. Introduction to Computer Science. Same description as Computer Science 11.

Second semester. Professor C. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor L. McGeoch.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor C. McGeoch.

21s. Data Structures. Same description as Computer Science 21.

Requisite: Computer Science 11. Second semester. Omitted 1993-94.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Three class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Omitted 1993-94.

25. Communication Networks. The theory and design of computer networks and an analysis of the protocols used on them. The OSI Reference Model and its layers. Performance analysis. Network standards. Security issues and public key cryptography. Examples throughout the course will be drawn from networks in use today. Three class hours per week.

Requisite: Mathematics 12 and Computer Science 21. First semester. Omitted 1993-94.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21, and Mathematics 10 or consent of the instructor. First semester. Professor C. McGeoch.

32. Computer Graphics. Computer graphics is concerned with producing pictures and using computational machinery ranging from page layout to sophisticated animation. It gives a means for visualizing large sets of data generated by scientific experiments, medical studies, and simulations; it provides a powerful tool for design and engineering; and it is a vital addition to entertainment and the arts. In this course, basic techniques for producing images of three-dimensional scenes will be studied. After learning the fundamentals of graphics hardware and managing two-dimensional images, we will consider the following topics: Methods for producing and representing three-dimensional objects; the transformations and projections required to position objects relative to one another and to project them into the image plane; algorithms for hidden-line and hidden-surface removal; and further topics such as surface modeling, lighting, texture, and ray-tracing. The course will involve reading and programming assignments, and will develop the necessary linear algebra as required. Three class hours per week.

Requisites: Computer Science 21. Second semester. Professor Rager.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as Pascal, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: sets, maps, relations, elements of graph theory, regular, context-free and context-sensitive languages, finite state automata, Turing machines, computable and non-computable functions and the halting problem. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 10 or consent of the instructor. Second semester. Professor L. McGeoch.

39s. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Four class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. Omitted 1993-94.

40. Seminar in Computer Science: Neural Networks. The seminar topic changes from year to year. Students will read and discuss papers concerning an advanced topic in computer science. In spring 1993-94 the topic will be neural networks. In Artificial Intelligence, the last decade has seen a rebirth of interest in computational models based on neuron-like computing elements. This seminar will first examine the basic models and associated learning algorithms (single and multi-layer feedforward networks, supervised and unsupervised learning, backpropagation, associative memories, recurrent networks, Hopfield networks) and then study current efforts to use neural networks to model various phenomena. The applications will be chosen based on the interests of the class. They may be chosen from: language learning, perception, concept learning, modeling of neurological disorders (Dyslexia), modeling of brain function (Hippocampus). The course will also discuss the impact of the connectionist school on various disciplines and the spirited reaction by the opponents of connectionism. Two class meetings per week.

Requisites: Computer Science 11 and Mathematics 11 or consent of the instructor. Second semester. Professor Rager.

77, 78. Senior Honors. Open to Seniors with consent of the Department.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

1. The Nazi Olympics. The Olympic Games, which were intended by their founder to encourage the cause of international peace, were celebrated in 1936 in Berlin, the capital of Nazi Germany. The games, at which Jesse Owens was the most famous victor, were officially opened by Adolf Hitler. These games were captured in film by Leni Riefenstahl, whose documentary *Olympia* has been praised as an aesthetic triumph and condemned as a piece of fascist propaganda. This course will focus on the 1936 Olympics as the confluence of three processes: the development of modern sports in general and of the Olympic Games in particular; the rise to power of Adolf Hitler; and the evolution of feature and documentary films in Germany. Considerable attention will be paid to the culture of the Weimar Republic in the period of Hitler's rise to power.

Limited to 20 students. First semester. Professor Guttmann.

MUSIC

Professors Reck and Spratlan, Valentine Professor Titon, Associate Professor Kallick (Chair), Assistant Professor Ferris, Lecturer Jaffe, Valentine Lecturer Princiotti.

The Department offers the major in Music with an option of concentration in music theory, music history, composition, ethnomusicology, or performance. Non-majors without a knowledge of music notation who seek introductory courses are advised to consider Music 11, 16, 25, and 26; non-majors with a knowledge of music notation should consider Music 12, 17, 19, 24, 25, 26, 45, and 69.

Major Program. It is the intention of the Music Department that those completing the major have a thorough grounding in the traditional scholarly aspects of the discipline: music theory, analysis, and music history. It is also highly recommended that majors be alert to other modes of experiencing and thinking about music, for example, through the study of composition, music outside the classical Western tradition, and, where possible, performance.

A command of music theory is essential, for it provides a necessary understanding of the materials and structure of Western music. Similarly, the study of music history investigates the nature of tradition and style and provides a sense of social, intellectual, and artistic context. Courses in the above areas represent the required core of the music major program. Among electives, music composition acquaints the student with the decisions, emotional involvement, and projection of musical self entailed in the creative process; world music introduces the student to a wealth of great folk and classical traditions whose materials and aesthetic may be different from our own; and performance—for those with adequate training and experience—is culminative and is concerned with the charged transformation of idea into sound.

Eight semester courses in music—five required, three elective—are needed to complete the *rite* major (except in the case of those students concentrating in performance, who must complete the equivalent of nine courses, including at least four half-courses in instrumental or vocal instruction: cf. *Performance Guidelines* below). The following courses are required: Music 31, 32, 33; and Music 21 and 22. At least one of the three elective courses must entail substantial analytical work.

(In special cases a student may request exemption by examination from a required course. This request should be taken up with one's advisor.)

A student who chooses to concentrate in music theory, music history, composition, ethnomusicology, or performance will ordinarily elect a number of courses in a field of concentration beyond those required.

The Department of Music urges all prospective majors to see the Chair early on so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five-College Interchange. (For example, courses in African-American music are offered at the University of Massachusetts and Hampshire College; in electronic music at the University of Massachusetts, Hampshire College, and Smith College.)

Above all, the Department is committed to helping the student put together a program that is most suited to his or her interests and aspirations. Thus, regular contact with one's advisor is essential.

Comprehensive Examination. The comprehensive examination consists of an oral presentation demonstrating analytical and historical skills. This examination will be administered in the Senior year.

Honors Program. In the Senior year a student may elect to do Honors work. This may result in a critical, historical, theoretical, or ethnomusicological thesis; a major composition project; or a full recital. The thesis course, Music 77-78, should be elected in the Senior year. A student interested in Honors work should consult with his or her advisor during the Junior year.

Any student intending to do an Honors project in any area of music must submit a proposal to the Music Department for approval before enrolling in the Senior Honors courses. College grade-point average in and of itself is not enough.

INTRODUCTION TO MUSIC

11. Introduction to Music. This course is intended for students with little or no background who would like to develop a theoretical understanding of how works of music are put together. The course will begin by teaching musical notation and will then cover such topics as melody, rhythm and meter, counterpoint, harmony, form, texture, and the relationship between text and music. We will listen to and discuss numerous pieces, primarily drawn from the Western tonal tradition. There will also be opportunities for active musical participation through group singing and rhythmics. Course work will include regular listening and reading assignments, short papers and rudimentary analyses. No previous knowledge of music is necessary. This course serves as a requisite for many of the music department offerings. Three class meetings and one listening session per week.

First semester. Professor Ferris.

12. Exploring Music. Through listening and the analysis of a selection of classical and popular masterworks spanning from J.S. Bach to the Beatles, we will build a solid working understanding of the thought processes and techniques which underlie the creation of melody, harmony, rhythm, texture, orchestration, form and ultimately, musical style. Creative assignments will include writing four-part chorale harmonizations and brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Three class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Second semester. Professor Reck.

16. Discovering Music. This introductory course will teach those with little or no musical background to listen to music with greater understanding and, ultimately, with greater enjoyment. The development of aural skills will enable students to identify and differentiate a wide range of styles from throughout Western music history and to find their way through musical forms such as variation, fugue, and sonata. Course work will involve listening assignments, class participation, reading, informal essays, and one or two larger projects. No musical background necessary. Three class meetings and one listening section per week, plus one or two class trips to symphonic or operatic performances. *Students who have taken any other music course at Amherst College may not elect Music 16.*

Second semester. Professor Ferris.

STUDIES IN MUSIC HISTORY

17. The Mystery and Magic of J. S. Bach. An exploration of the life and music of J. S. Bach (1685-1750) following his career from Arnstadt to Leipzig, and including the great organ works; the keyboard, chamber, and orchestral music from the two-part inventions and *Well-Tempered Clavier* to the *Brandenburg Concertos;* the solo violin and cello works; the cantatas, *St. Matthew Passion, b minor Mass,* and other choral masterpieces; and the unique concepts of *The Musical Offering* and *The Art of the Fugue.* Two class meetings per week.

Requisite: Ability to read music or consent of the instructor. First semester. Professor Reck.

19. Seminar on the Romantic Period. The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. First semester. Omitted 1993-94.

20f. Seminar in Music History. The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. First semester. Omitted 1993-94.

20. Seminar in Music History. The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. Second semester. Omitted 1993-94.

21. Music and Cultural Practice I. A study of the styles and repertoires of Western music between 800-1791. Music and its expressive meaning will be studied alongside pertinent contemporary art and historical documents to explore the interactions between musical production and the cultural dynamics of the time. Listening will include plainchant and works of von Bingen, Dufay, Josquin, Ockeghem, de Rore, Verdelot, Palestrina, Byrd, Monteverdi, Schütz, Strozzi, J.S. Bach, C.P.E. Bach, Handel, Haydn, Mozart, and others. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. Music 21 may be repeated if completed prior to 1992-93. First semester. Professor Kallick.

22. Music and Cultural Practice II. A continuation of Music 21 covering the styles and repertoires of Western music from 1791 to the present. Listening will include works of Beethoven, Schubert, Berlioz, Rossini, Clara and Robert Schumann, Brahms, Verdi, Wagner, Alma and Gustav Mahler, Debussy, Ives, Schoenberg, Berg, Stravinsky, Boulanger, Bartók, Britten, Copland, Boulez, Cage, Carter, Stockhausen, Galas, and others. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. Music 22 may be repeated if completed prior to 1992-93. Second semester. Professor Kallick.

MUSIC IN WORLD CULTURE

24f. Seminar in World Music: Bluegrass, Country, and Old-Time Music. The Anglo-American folk music tradition and its commodified extension into bluegrass and country music, with some attention to issues of region, class, and gender as well as musical structure and lyrics. British and Irish forebears; contradance and square dance music, religious folk music; bluegrass, newgrass, "spacegrass"; concerts and festivals; the cultural significance of regional music. Two class meetings per week.

Requisite: Music, 11, 12, ability to read music, or consent of the instructor. Limited to 20 students. First semester. Professor Titon.

25. Improvisation and India's Raga System. An exploration of the improvisation techniques of India's classical music through a study of a variety of *raga*-s (musical/expressive modes). Emphasis will be on performance (vocal and/or on Western or Indian instruments) and the accumulation of knowledge in the traditional guru-student methods of South India. Methods of utilizing Indian music in Western improvising genres (jazz, rock, new age, classical) will also be explored. Two class meetings per week.

First semester. Omitted 1993-94. Professor Reck.

26f. Composition in Music from a World Perspective. An exploration of the diverse materials of the world's musics—scales, modes, structural concepts, forms, instruments, and ensembles—and their use in creating compositions and improvisations. Studies will include African and Caribbean rhythm, the melodic systems of the Islamic world and India, the Indonesian *gamelan* orchestra, and traditional musical genres of China and Japan. Class performance, guest lectures, and film/video will be part of the course. Some musical background useful but not necessary. Two class meetings per week.

First semester. Omitted 1993-94. Professor Reck.

27. Blues. Blues as an art form and an expression of African-American experiences, with particular attention to the lyrics as oral poetry. Downhome blues, classic blues, Chicago blues, and urban blues with emphasis on such artists as Blind Blake, Blind Lemon Jefferson, Charley Patton, Robert Johnson, Ma Rainey, Bessie Smith, Lightnin' Hopkins, Muddy Waters, Sonny Boy Williamson, B. B. King, and Robert Cray. Two class meetings per week.

Limited to 40 students. First semester. Professor Titon.

28. Music of Duke Ellington. (Also Black Studies 51s.) This course will study works representative of each of the significant style periods and bands led by Ellington, including: the '20s small groups, the first of the Ellington Big Bands, the "Blanton-Webster" band of the early '40s, the collaborations with Bill Strayhorn, the Suites, and Ellington's sacred music. Course will examine the evolution of Ellington's music in the context of its relationship to parallel developments in the evolution of jazz generally. Students will utilize numerous recent scholarly works and available transcribed scores to write papers on particular pieces or specific aspects of Ellington's music. Not a performance course. Two class meetings per week.

Requisite: Music 11 or 12 or ability to read music. Limited to 25 students. Second semester. Lecturer Jaffe.

PERFORMANCE

29, H29, 30, H30. Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows. Students interested in taking a performance course should be apprised of the requisite. A student may not take two performance courses simultaneously on the same instrument. Only Senior Music Majors preparing a recital may take Performance as a full course.

Requisite: An instrumental or vocal proficiency of at least intermediate level and Music 11 or 12. Any student wishing to study Performance for credit must have completed Music 11 or 12, be enrolled in it during the present academic year, or have demonstrated equivalent knowledge in a placement examination. Open to Freshmen with the consent of both the Amherst Music Department and the instructor. *Music 29, H29, 30, and H30 may only be taken by Amherst College students.* Admission with consent of the Chair. This course may be repeated. First and second semesters.

1. Consult the Chair of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Amherst College Music H29, H30. Under this plan students consult the Chair of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College Music H29 or H30; students should insure that they are also listed with the Music Department Office.

PLAN II. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith College Catalog. Under Plan II, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

Note: An extra fee is charged to cover the expense for this special type of instruction. For 1993-94 the fee charged the student for each semester course will be $350.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the Financial Aid Office for short term loans if necessary to enable them to pay their fees on schedule.

MUSIC THEORY

31. Tonal Harmony and Counterpoint I. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. Two class meetings plus two ear training sections. This course is the first of the required music theory sequence for majors.

Requisite: Ability to read music, and either performing experience or extensive listening experience. First semester. Professor Spratlan.

32. Tonal Harmony and Counterpoint II. A continuation of Music 31. Two class meetings and two ear training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Ferris.

33. Repertoire and Analysis I. This course will teach techniques of voice-leading analysis that are based on the theory of Heinrich Schenker. The course will be oriented around the students' own analyses, beginning with brief passages and eventually working up to entire movements and short pieces. We will also study analyses and analytic articles by Schenker and other theorists. Assignments will include weekly analyses and essays as well as one or two longer papers. Two class meetings and two ear-training sessions per week.

Requisite: Music 31 and 32, or the equivalent with the consent of the instructor. First semester. Professor Ferris.

34. Repertoire and Analysis II. A continuation of Music 33. Two class meetings plus one ear-training session per week.

Second semester. Omitted 1993-94.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Lecturer Jaffe.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Two class meetings per week.

Requisite: Music 35 or consent of the instructor. Limited to 16 students. Second semester. Lecturer Jaffe.

37. Seminar in Music Theory: Dramaturgy and Tonal Design in the Operas of Richard Wagner. An examination of the musical, verbal, and visual as well as the biographical, philosophical, and political components that combine to influence Wagner's operatic dramaturgy and tonal design. Two class meetings per week.

Requisite: Music 33 or consent of the instructor. First semester. Professor Kallick.

37s. Seminar in Music Theory. The topic changes from year to year. Two class meetings per week. This course fulfills analysis component for the major.

Requisite: Music 32 or consent of the instructor. Second semester. Omitted 1993-94.

TOPICS IN MUSIC CRITICISM

44. Beethoven. During the Beethoven bicentennial, Roland Barthes pointed out the "ambiguity of Beethoven's two historical roles: the mythic role which the nineteenth century assigned to him and the modern role which our century is beginning to grant him." Through an immersion in Beethoven's music, we will explore this duality of the mythic and the modern as it pertains to our own rehearing. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. Second semester. Professor Kallick.

45. Reading Opera. The topic changes from year to year. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. First semester. Omitted 1993-94. Professor Kallick.

47s. The Symphonic Ideal. The ideal of a dramatic process that transforms both the music and the willing listener along with it, one which embraces diverse political, social, and sexual cultural factors, gives Western symphonic music its enduring allure. Reading and writing assignments will probe how wordless music can carry expressive meaning at all, will promote the ability to distinguish instrumental colors, and follow symphonic forms in their many guises. Principal texts for the course are selected symphonic works in a variety of musical interpretations, encountered in part in live concerts. Some of the works studied are Beethoven's Fifth and Ninth Symphonies, Haydn's *Drum Roll* Symphony, Berlioz's *Symphonic fantastique*, Mahler's Fourth, and Debussy's *La mer*. In them we shall hear and assess their cultural contexts, and venture interpretive criticism of our own. Two class meetings per week.

Requisite: Music 11 or 12, ability to read music, or consent of the instructor. Second semester. Omitted 1993-94.

COMPOSITION

69s. Composition I. This course will explore compositional strategies which grow out of the various traditions of Western art music. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. Second semester. Professor Spratlan.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. This course may be repeated.

Requisite: Music 71 or the equivalent, and consent of the instructor. Second semester. Professor Spratlan.

HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

Introduction to African-American Music and Musicians. See Black Studies 50.
Limited to 50 students. Second semester. Professors Tillis and Boyer of the University of Massachusetts.

NEUROSCIENCE

Advisory Committee: Professors S. George (Chair), Raskin, and Sorenson; Associate Professor O'Hara†; Assistant Professor Rager; Adjunct Assistant Professor R. Kropf.

A student may receive the A.B. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into background, core, and elective courses.

1. The program will begin with the following background courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; and two semesters of Introductory Biology.
2. All majors will take three core Neuroscience courses: Psychology 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. Particularly appropriate courses are Biology 56 and Psychology 22, 24, and 38. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the Freshman year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All Junior and Senior majors will attend the Neuroscience Seminar, in which topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Senior Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a Faculty member.

Full course first semester. Double course second semester. The Committee.

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†On leave first semester 1993-94.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professor Kearns (Chair, second semester); Professor Emeritus Kennick; Associate Professors Gooding-Williams* and Vogel‡ (Chair, first semester); Assistant Professors Gentzler, A. George, and J. Moore.

Major Program. Students majoring in Philosophy must successfully complete nine courses in philosophy, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take (a) three courses in the history of philosophy: Philosophy 17 and 18 and a course on a major historical figure or movement (Plato, Aristotle, Descartes and Leibniz, British Empiricism, Kant, Pragmatism, Nietzsche, Quine, Frege to Kripke, Wittgenstein); (b) one course in logic (Philosophy 13); (c) one course dealing with problems of Knowledge, Mind, and Reality (Philosophy 32, 33, 35, 36, or 62: Skepticism) and one course in Value Theory (Philosophy 25, 31, or 34); (d) one course numbered between 60 and 69. No course can be used to satisfy more than one requirement. To satisfy the comprehensive requirement for graduation, majors must have a cumulative average of at least B− in all philosophy courses taken. Majors are encouraged to organize and participate in the activities of the Philosophy Club.

Honors Program. Candidates for Honors in Philosophy will complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Work in Philosophy 77 will be graded and to pass the course a student must submit a substantial research paper (15-25 pages) of acceptable quality. Admission to Philosophy 78 will not be automatic but will be conditional upon a student's demonstrated ability to write a presentable thesis. That ability will be judged, in part, on how well the student performed in Philosophy 77. The due date for the thesis is the end of the third week in April.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

Each section limited to 25 students. First semester. Section 1: Professor Kearns. Section 2: Professor Moore.

11s. Introduction to Philosophy. Same description as Philosophy 11.

Each section limited to 25 students. Second semester. Section 1: Professor George. Section 2: Professor to be named.

13. Introduction to Logic. A first course in formal logic, the study of inference, requiring no previous philosophical, mathematical or logical training. We will begin by exposing the structure of natural language statements that determines the cogency of our inference. In the course of this, we will develop a logical language that will make this structure more perspicuous. We will then construct a deduction system that will operate on statements of this language. With its help, we will explore the inferential connections among logical statements and examine fundamental properties and concepts of logic.

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*On leave 1993-94.

‡On leave second semester 1993-94.

First semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Democritus, Protagoras, Socrates, Plato, Aristotle, the Epicureans, the Stoics, and the Skeptics. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; about the connection between the body and the mind; about the compatibility of free will and determinism; and about the nature of death.

First semester. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Kennick.

19. Nineteenth- and Twentieth-Century Philosophy. A survey of European philosophy from 1800 to the early twentieth century, with emphasis on Hegel, Kierkegaard, Marx, Nietzsche, Frege, and Husserl. Reading and discussion of selected works of the period.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1993-94. Professor Gooding-Williams.

22. Philosophy, Race and Racism. (Also Black Studies 72.) See Black Studies 72 for description.

Second semester. Omitted 1993-94. Professor Gooding-Williams.

23. Moral Problems. An examination of selected moral problems (e.g., abortion, social and economic justice, preferential treatment, terrorism), discussion of the distinctive nature of moral questions, and an introduction to several types of ethical theories.

First semester. Omitted 1993-94. Professor Kearns.

24. Ethics and the Environment. As our impact on the environment shows itself in increasingly dramatic ways, our interaction with the environment has become an important topic of cultural and political debate. In this course we will discuss various philosophical issues that arise in such debates. Questions to be addressed will include the following: How should we go about determining environmental policy? What obligations, if any, do we have to future generations, to non-human animals, and to entire ecosystems? How should we act when we are uncertain exactly how our actions will affect the environment? How should we implement the environmental policies we decide upon? What is the most appropriate image of nature?

Second semester. Professor Moore.

25. Justice, the Good, and the State: The Classical Tradition in Political Philosophy. Central to classical political thought is a substantive conception of the human good. In this tradition, justice in the state is a function of its ability to provide this good. The legitimacy and authority of the state depend on its justice. We will examine the origins of this tradition in the works of Plato and Aristotle, especially in the *Republic* and in the *Politics*. We will then look at the theological transformation of classical political thought in the works of Augustine, Aquinas, and others. Finally, we will examine the partial reemergence of a humanist and/or secular-political philosophy in Marsilius of Padua's *The Defender of the Peace*, Machiavelli's *The Prince*, and Thomas More's *Utopia*.

First semester. Professor Gentzler.

26f. Themes in Modern Political Philosophy. The focal point of our inquiry will be the work of John Rawls, whose views on the nature of justice are among the deepest and most influential of this century. Rawls's work is an intricate and integrated response to three central currents in modern political philosophy: social contract theories, utilitarianism and Kant's moral philosophy. We shall examine these trends and their relation to Rawls's position through the writings of Hobbes, Locke, Rousseau, Bentham, Mill, Sidgwick, Kant and Rawls.

First semester. Omitted 1993-94. Professor George.

27. Truth and Reality. Questions of perennial interest to philosophers are now the subject of animated discussion throughout the intellectual community. Is there an independent reality we can all attempt to describe? Can science legitimately claim to present the truth about reality, or is any "truth" merely whatever view happens to command assent? Do things have "essences," or do we make them what they are by the way we talk about them? Are there truths about morality, which hold good for everyone? We will address some such concerns through discussion and analysis of readings in metaphysics, epistemology, the philosophy of science, and ethics.

First semester. Omitted 1993-94. Professor Vogel.

29. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above. Readings will be drawn from both classical and contemporary sources.

First semester. Omitted 1993-94. Professor Gentzler.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Not open to Freshmen. Second semester. Omitted 1993-94.

32f. Metaphysics. An examination of some central issues in metaphysics. Topics covered may include: possibility and necessity, identity, universals, space and time, causality, freedom of the will, and the mind-body problem. Readings from historical and contemporary sources.

Requisite: Two courses in Philosophy or consent of the instructor. First semester. Omitted 1993-94.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem; here we will be concerned with the question whether there is a mind (or soul or self) that is distinct from the body and how thought, feelings, sensations, etc., are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental content, and persons.

Requisite: One course in Philosophy. First semester. Professor Moore.

34. Ethical Theory. A critical examination of basic types of ethical theories and the central philosophical issues they address or raise. Are there any moral properties and, if so, how do they differ from other kinds of properties? What, if any, are the appropriate roles in morality for reason, sentiment, and self-interest? Is morality act-centered or agent-centered? Are there any moral truths? Is it possible to derive statements about what one ought to do from statements of fact? Can moral principles be rationally justified? We will examine conventionalist, subjectivist, emotivist, intuitionist, deontological, utilitarian and pragmatic responses to these and related questions. Alternative views will be assessed primarily in terms of their philosophical foundations, but some attention will be paid as well to their implications for conduct. Readings will include both classical and contemporary authors such as Aristotle, Hume, Kant, Mill, Prichard, Rawls, Gewirth, Foot, Anscombe, MacIntyre, and Williams.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Kearns.

35s. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: Two courses in Philosophy or consent of the instructor. Second semester. Omitted 1993-94. Professor Vogel.

36f. Philosophy of Language. Topics to be discussed will be drawn from the following: linguistic meaning, truth, reference, pragmatics, communication, translation, the structure of language, the relation between language and the world and between language and thought. These will be explored through a reading of works by John Locke, Gottlob Frege, Bertrand Russell, Peter Strawson, Ludwig Wittgenstein, A. J. Ayer, Rudolf Carnap, W. V. Quine, Alfred Tarski, Donald Davidson, John Austin, Paul Grice, and others.

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor George.

39s. British Empiricism. A survey of the philosophical views of Locke, Berkeley, and Hume. We will focus on their answers to questions about the sources of human knowledge, both scientific and moral; about skepticism; about the nature of physical reality; about the origins of moral value; and about the relationship between science and philosophy.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

41. From Frege to Kripke: Classic Papers in the Development of Twentieth-Century Analytic Philosophy. Reading and discussion of papers—mostly in metaphysics and philosophy of language—by Gottlob Frege, Bertrand Russell, G. E. Moore, P. F. Strawson, A. J. Ayer, Rudolf Carnap, W. V. Quine, Gilbert Ryle, J. L. Austin, Paul Grice, Michael Dummett, and Saul Kripke.

Requisite: Two courses in Philosophy or consent of the instructor. First semester. Omitted 1993-94.

44f. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason,* including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 1993-94. Professor Vogel.

46. Pragmatism. According to James, Pragmatism is the ". . . attitude of looking away from first things, principles, categories, supposed necessities; and of looking towards last things, fruit, consequences, facts." This Pragmatic temper finds expression in distinctively anti-rationalistic and anti-absolutistic views of truth, of ideas, of meaning, of value and of reality. We shall engage these matters in reading from the works of Peirce, James, Dewey, Lewis, Quine and others.

Second semester. Omitted 1993-94.

48. Plato. An examination of the development of Plato's views from the early "Socratic dialogues" to the *Theaetetus.* We will attempt to discover Plato's answers to questions about the nature, scope, and sources of human knowledge; about moral virtue and its relationship to knowledge; about the Forms and their relationship to the sensible world; and about the nature of the ideal state.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 1993-94. Professor Gentzler.

49s. Aristotle. An examination of Aristotle's main doctrines and the problems they raise for contemporary philosophers. We will focus on questions concerning language and reality; scientific method and the structure of scientific knowledge; matter, form, and substance; essence and accident; philosophy of nature and the understanding of living organisms; mechanism and purpose; time and change; soul and body; and virtue and happiness.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

50. Philosophy of Mathematics. (Also Colloquium 50.) See Colloquium 50 for description.

Second semester. Professors George and Velleman.

61. Seminar in Philosophy: Skepticism. The topic changes from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, Austin, Dretske, Bennett, and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Professor Vogel.

62f. Seminar in Philosophy: Topics in the History of Modern Philosophy. The topic changes from year to year. In the fall of 1993, the topic will be a critical and detailed examination of great works in the Western philosophical tradition. We will concentrate on the metaphysical and epistemological writings of Descartes and Leibniz. Texts will include Descartes' *Meditations* with the

Objections and Replies, and Leibniz's *Monadology, Discourse on Metaphysics*, and philosophical correspondence.

First semester. Professor Vogel.

64. Seminar in Philosophy: Mind and Representation. How can mental states represent, or be "about," things outside the mind? How can certain sequences of sounds and marks—i.e., those which count as utterances and inscriptions—carry information? In general, how can one part of the world—a mind, an utterance, an inscription, or even a fuel gauge—represent, or carry information about, the way things are in another part of the world? This question has, in one form or another, worried many great philosophers.

Our discussion will focus on the following three questions: (1) In what ways, if any, are a subject's mental states determined by the natural environment, or the linguistic community of which she is a part?; (2) To what extent do representational states depend upon one another for their existence and individuation?; and (3) Can mental representation be reduced to, or explained entirely in terms of, non-mental phenomena?

Second semester. Professor Moore.

66. Seminar in Philosophy: Explanation. It is sometimes said that science aims to explain. But what *is* explanation? We shall explore and assess philosophical elucidations of the concept of explanation as it is applied in scientific practice. We shall then investigate to what extent this concept can be identified with that employed in the explanation of human behavior, specifically in historical explanations, explanations in psychology (psychoanalysis and the cognitive sciences), explanations in the social sciences, and our everyday explanations of each other's actions. Readings from among the works of Hempel, Nagel, Freud, Chomsky, Fodor, Quine, Davidson and others.

Requisite: One course in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Omitted 1993-94. Professor George.

77. Senior Honors. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Honors Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSE

Justice and Injustice in Law and Legal Theory. See Law, Jurisprudence and Social Thought 27.

First semester. Professor Kearns.

PHYSICAL EDUCATION

Professors Gooding (Chair), Mehr‡, Morgan, and Thurston; Coaches Arena, Bagwell, Banda, Everden, Hixon, McBride, McKeon, Mills, Robson, Siedlecki, and Solomon.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective and, although there is no academic credit offered, there is transcript notation given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and one course during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information from the Department of Physical Education and Athletics.

In an attempt to meet the need and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
   - (a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and
   - (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook.*

PHYSICS

Professors Gordon, Hilborn‡, Hunter, Jagannathan (Chair), Romer, Towne, and Zajonc†; Visiting Associate Professor Lemons; Assistant Professor Ma.

Introductory Courses in Physics. Physics 11 provides an examination of the historical underpinnings of the subject, and the philosophical implications of some of the important conceptual developments. It has no requisite in mathematics and is suitable for students who want to take a single course to learn something about physics. It is also recommended for Physics majors to obtain an overview of the methodology of physics. Physics 8 and 10 are courses intended for non-science majors and have no requisites.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics

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†On leave first semester 1993-94.
‡On leave second semester 1993-94.

17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 8, 10, or 11.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 13, respectively. Students with a strong background in physics and mathematics may be excused from Physics 16 or 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the Senior year, Mathematics 11, 12, 13 should be taken consecutively starting in the first semester of the Freshman year. Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of the Freshman year, and Physics 42 should be taken in the second semester of the Sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 13; Physics 32, 33, 34, 35, 42, 47 and 48.

Students intending to make a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 72 offers the opportunity for advanced laboratory experience, while Physics 66 and 75 provide for advanced theoretical work.

All Physics majors must take a written examination in the second semester of their Junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. Good performance on the preliminary examination taken at the end of the Junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the Senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, low-temperature physics, superconductivity, chaos, lasers, and atomic physics), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in late April. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Honors work, Comprehensive Examination and oral examination on the thesis.

8. The Revolutions in Twentieth-Century Physics. Common sense ideas which explain physical phenomena in daily life simply do not apply when we enter the realm of the very fast or the very small. These realms are described by the theories of Relativity and Quantum Mechanics. In this course we shall discuss Relativity and Quantum Mechanics and will describe how the ideas embodying these theories are so radically different from the views held in the nineteenth century. We begin by quickly discussing some of the main tenets of pre-twentieth century physics so as to set the background for the new physics. Then we'll spend about a half-semester each on Relativity and Quantum Mechanics. There is no math requisite except for high school algebra and trigonometry, and the course is intended for non-science majors. Three hours per week.

Second semester. Professor Lemons.

11. Physical Inquiry: The Nature of Light. Physics is the quest of humans for a logical system to interpret and give order to the seemingly chaotic flux of natural phenomena. Each of the revolutions in science has entailed critical reexamination of long-cherished convictions and formulation of new conceptual schemes for understanding nature. By focusing on particular themes, which may vary from year to year, this course will examine the concepts, methods, and goals of physics and will, at the same time, foster the skills necessary for scientific reasoning, experimentation, and calculation.

Light: Without it the world is dark, we are unseeing. The course will range widely. Using the rainbow as a leitmotiv, it will cover material from the contemporary quantum theory of light, ancient Greek theories of vision, Goethe's theory of color, wave and particle theories of the eighteenth century, and the electromagnetic field introduced by Faraday and Maxwell 100 years ago. Each account of light will not only be presented but also critically investigated for its shortcomings. Our studies will attempt, therefore, to uncover the forces that drive evolution and revolution in scientific thinking, forces that are themselves not always purely scientific.

First semester. Omitted 1993-94.

16f. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. First semester. Professors Gordon and Ma.

16. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16f.

Second semester. Professor Ma.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics, and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor Jagannathan.

17s. General Physics II: Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professor Zajonc.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professors Towne and Hunter.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professor Lemons.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 13 and Physics 33 or consent of the instructor. Second semester. Professor Gordon.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professor Hunter.

42. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 and Mathematics 13, or consent of the instructor. Second semester. Professor Jagannathan.

47. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor Towne.

48. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories.

Requisite: Physics 35 or consent of the instructor. Second semester. Professor Hunter.

66. Mathematical Physics. An introduction to the mathematical methods of advanced physics, with an emphasis on applications. Topics to be covered include vector spaces, Fourier Analysis, special functions, Sturm-Liouville theory, tensors, matrices, eigenvalue problems, complex analysis and Green's functions. Three class hours per week.

Requisite: Physics 17 or 33 and Mathematics 13. Offered in alternate years. Second semester. Professor to be named.

72f. Advanced Laboratory in Modern Physics. In this course students will learn some of the experimental techniques and underlying theory associated with a number of important experiments in contemporary physics. The experiments will be carried out at several of the Five Colleges. The student will be expected to select and complete three four-week modules chosen from the following list of experiments available:

(1) Laser Spectroscopy(a)
(2) Rutherford Scattering of Protons from Gold Nuclei(b)
(3) Photoelectric Effect in High Vacuum(b)
(4) Cosmic Rays I—Extensive Air Showers of Ultra High Energy Cosmic Rays(c)
(5) Cosmic Rays II—Muon Capture and Decay(c)
(6) Properties of Liquid Helium(d)
(7) Superconductivity(d)
(8) Monte Carlo Computer Simulations(d)

(9) Fractal Growth in Electro-deposition[d]

[a]Amherst College, [b]Mount Holyoke College, [c]Smith College, [d]University of Massachusetts

The course will be taught by members of the Physics Departments of the Five Colleges and will be open to students from the Five Colleges who have taken Physics 35 or its equivalent. Two four-hour laboratories per week and occasional class meetings.

Requisite: Physics 35 or equivalent and consent of the instructor. First semester. Professor Hilborn.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week.

Requisite: Physics 35 or equivalent. First semester. Professor Ma.

77. Senior Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSES

Understanding Space and Time. See Colloquium 20.

Second semester. Omitted 1993-94. Professors Jagannathan and Vogel.

Re-Imagining the Human in a Technological Age. See Colloquium 28.

Open to Juniors and Seniors. Limited to 30 students. Second semester. Omitted 1993-94. Professors Upton and Zajonc.

POLITICAL SCIENCE

Professors Arkes (Chair), Machala*, Sarat, W. Taubman, and Tiersky; Associate Professors Basu and Dumm*; Assistant Professors Bumiller, Rubin*, and Villa; Five College Assistant Professor Garofano.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 is a prerequisite for all majors.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

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*On leave 1993-94.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

[Beginning with the class of 1997, while all majors will be required to take at least nine courses, honors candidates will take 11 courses of which three, Political Science D77-78, will be devoted to writing their Senior Honors theses. All students, both honors and *rite*, will also be required to take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.]

Honors Program. Students who wish to be considered for graduation with Honors in Political Science must take part in the Honors program. The Honors program is designed to provide qualified students with full opportunity for independent research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester is designed to provide time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of B− is required for admission to the Honors program. In addition, students will be admitted only upon application in the first week of the fall semester of their Senior year. Such application will consist of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the Junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

[Beginning with the class of 1997, a cumulative average of B will be required for admission to the honors program.]

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the myths, principles and practices of authority, justice, citizenship and revolution.

First semester. The Department.

18f. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 18f.) See LJST 18f for description.

First semester. Professor Sarat.

21s. American Government. This course examines the organization of American government and the relationship of government to political life. Exploring some of the key governing representations of American politics, including the ideologies of liberalism and democracy, capitalism, and constitutional republicanism, we will attempt to understand the course of American political development in order to better understand the underlying structures of national government, such as the constitutional division of powers, federalism, and electoral politics, and some key issues in public policy.

Second semester. Omitted 1993-94. Professor Dumm.

23s. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

Second semester. Professor Arkes.

24f. Politics in Post-Colonial Nations. In an era in which traditional systems of classification have been seriously challenged, both on intellectual and political grounds, can we still speak of a Third World? Why Third? And particularly why Third given the disintegration of the Second? To what extent is the Third World an artifact of colonial domination? This course will problematize our understanding of the Third World and of state-society relations within it. By studying ethnic, regional, and class-based social movements, we will analyze the extent to which post-colonial states re-enact certain aspects of colonial domination. We will also consider the perspectives of nationalist leaders, activists, and intellectuals who seek to strengthen boundaries between center and periphery. The changing influence of Western capitalist nations on post-colonial societies will be considered throughout.

First semester. Omitted 1993-94. Professor Basu.

25. Comparative European Politics. An introduction to European politics. Britain, France, and Germany are emphasized, as well as the problems of the European Community. The uniqueness of nations is set against the homogenizing tendencies of European integration and of international interdependence.

What remains of nationalism in Europe? Is there a crisis of European national identities? What is the importance of class, ethnic and religious politics? Are European polities becoming more free, more equal, more just? How successful is the European Community? Is European integration a model for other parts of the world?

First semester. Professor Tiersky.

26. World Politics. An introductory course which examines the dynamics of the post-World War II international political and economic system. Close attention is paid to the rise and decline of American and Soviet power, as well as to the principal trends of the emerging post-Cold War era. Among the topics examined are the technological and economic bases of hegemonial power, "imperial overstretch," spheres of influence, nationalism, class interest, state and non-state terrorism, as well as the role of law in world politics. Other issues to be discussed include changes in the international capitalist economy (protectionism vs. free trade, foreign debt), the "German Question," and the "balkanization" of the Soviet Union. The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Hobbes, Kant, Clausewitz, Adam Smith and Karl Marx.

Second semester. Omitted 1993-94. Professor Machala.

27s. Soviet and Post-Soviet Politics. The focus of this course is the rise and fall of the USSR. It also considers some of the most vital questions of politics in general as they work themselves out in a Russian and Soviet setting: the roots of revolution and of nationalism, the sources and sinews of tyranny, the linkage between totalitarianism and modernization, the perils of political and economic reform, and the role of power and ideology in foreign policy. The course begins and ends with the current post-Soviet scene, focusing on three key transitions that will determine the fate of the former USSR—shifts from totalitarianism toward democracy, from a super-centralized economy to a more or less free market, and from a unitary empire to a set of sovereign states.

Second semester. Professor Taubman.

28. Political Theory from Hobbes to Nietzsche. This course surveys the most influential political theorists of the modern age. In addition to providing a comprehensive introduction to the works which shaped modern political consciousness, it also attempts an evaluation of modern theory's claim to provide a post-theological, non-metaphysical account of the bases of political order and legitimacy. In other words, we will be especially concerned with the way modern political theory has grappled with what Nietzsche called "the death of God." The loss of a foundation in faith, the decline of belief in a divinely sanctioned or "natural" order, signaled a tremendous opportunity for modern theorists: the political order could be entirely reconstructed according to human needs. Yet at the same time it induced extreme anxiety, a sense that the polity had lost its foundation. This loss continues to haunt us. In reading the great modern theorists we should note that the very nature of politics and political action sharpened this anxiety and propelled them to introduce various God-surrogates (e.g., Hobbes' sovereign, Rousseau's general will, Hegel's rational state, Marx's proletariat). The hope behind such theoretical constructions was to reduce if not eliminate the essential contingency of politics as both activity and structure. But this raises the question of whether modern political theory is distinctively modern at all: does it face up to the challenge of theorizing a demystified politics, or does it simply create a new set of mystifications, providing us with the illusion of foundations where there are none?

Readings from Hobbes, Locke, Rousseau, de Sade, Kant, Hegel, Marx, Mill, and Nietzsche.

Second semester. Professor Villa.

29s. Congressional Politics. In this course, we will inquire into the reasons for the transformation of Congress in the twentieth century from being the most powerful and responsible branch of national government, to being perceived as ineffectual, and the harbor of entrenched specific interest groups. We will also consider the recent "renaissance" of Congress, which began during the era of the Nixon presidency, especially in light of the resurgence of executive power represented by the Reagan and Bush presidencies. To study these questions, we will investigate the organization of Congressional political parties, the committee system, the evolving role of constituent representation, legislative-executive relations, and the specific manner in which Congress over the past twenty years has sought to shape public policy in a variety of domestic and foreign policy areas.

Second semester. Omitted 1993-94. Professor Dumm.

32. Authority and Sexuality. Historically the regulation of sexual practices and the definition of appropriate modes of sexual expression have been important concerns of state and society. This reflects the difficulties which all social orders have in defining the limits of freedom and the legitimate scope of social control. But the effort to define those limits with respect to sexuality is by no means a relic of a discredited past as debates about abortion, homosexuality, pornography and the recent controversy about AIDS make clear. Moreover, our images of public authority are themselves, to some extent, a product of our struggles to find meaning in sexuality and to come to terms with the place of desire in our own lives.

This course asks how it is that sexuality is portrayed, imagined and defined in such a manner as to make possible various forms of scrutiny, regulation, and prohibition. We will examine the ways in which sexuality and authority are constituted in politics and in law as well as arguments suggesting that particular sexual relationships and particular arrangements of political authority are natural, normal, just or inevitable. We will investigate the way the rhetoric of sexuality and authority transforms the experience of desire and power as well as the ways authority rises from and depends upon a particular consciousness about sex which is revealed in philosophy, literature, and political theory. Throughout, the course seeks to call into question oppositions of public and private, law and power, government and self, which have traditionally organized our thinking about authority and sexuality.

Second semester. Professor Sarat.

36f. Introduction to Latin American Politics. This course will discuss politics and economic development in Latin America in the nineteenth and twentieth centuries. We will alternate between views "from above" and "from below," asking how elites have acted to make money, organize politics, and shape social life, and how poor majorities of peasants, workers, and urban shantytown dwellers have lived, worked, organized, resisted, and rebelled. We will seek to understand how conflicts within and among these groups have affected the formation of states, the character of political regimes, the nature of culture and consciousness, and forms of economic development.

First semester. Omitted 1993-94. Professor Rubin.

37s. Central America and the United States. What is the nature of the current crisis in Central America, and what are the effects of United States policies there? What is the relationship between these matters and the debate about Central America in the United States? This course will analyze politics in Central America by examining the political and economic histories of Central American countries during the past century, as well as United States involvement in the region during the same period. We will examine patterns of economic development, forms of political rule, and the ways in which these have affected various aspects of people's lives. We will then focus on the Nicaraguan Revolution, the guerrilla war in El Salvador, and military rule in Guatemala, with particular attention to United States economic, political, and military activities in each country. We will evaluate the origins and nature of violence, military rule, reform, democratization, and revolution in Central America in the 1980s and 1990s, as well as the implications of these political forms for economic growth, equity and the meeting of basic human needs.

Second semester. Omitted 1993-94. Professor Rubin.

38. International Legal Theory. The purpose of this course is to examine certain approaches to international justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. We shall first examine the notion of international law and justice in general.

Then, we shall deal with legal and ethical theories of basic universal human rights, national self-determinism, "just war," aggression and collective responsibility. Finally, we shall examine some problems of international economic justice as they now confront both developed and less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered legitimate by most members of the international community.

Requisite: An introductory course in world politics and one of the following: Political Science 34, 35, 41, or 42. Second semester. Omitted 1993-94. Professor Machala.

39s. Re-Imagining Law: Feminist Interpretations. (Also Law, Jurisprudence and Social Thought 39s.) Feminist theory raises questions about the compatibility of the legal order with women's experience and understandings and calls for a re-evaluation of the role of law in promoting social change. It invites us to inquire about the possibilities of a "feminist jurisprudence" and the adequacy of other critical theories which promise to make forms of legal authority more responsive. This course will consider women as victims and users of legal power. We will ask how particular practices constitute gendered subjects in legal discourse. How can we imagine a legal system more reflective of women's realities? The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional change, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers.

Second semester. Professor Bumiller.

40f. Case Studies in American Foreign Policy. An examination of decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, nuclear proliferation, trade negotiations and the Persian Gulf war. The bureaucratic and political pressures which framed the issues, as well as their broadest substantive implications, are examined.

Limited enrollment. First semester. Five College Professor Garofano.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions which define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort," after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

Second semester. Omitted 1993-94. Professor Arkes.

45s. Europe in World Politics. Europe's situation in contemporary international relations, from the postwar period through the demise of communism and the revolution "beyond Yalta" which ended Europe's division in 1989-91.

European security and European integration are the two broad themes. Central issues are: the division and reunification of Europe; consequences of communism's demise; German reunification and the new "German question"; development and extension of the European Community; immigration, racism and nationalism; changing roles and structures of alliances, military forces, and nuclear weapons; the changing balance of power and new dangers in Europe; European states, peoples and the European Union in a multipolar world.

Limited enrollment. Second semester. Professor Tiersky.

46. Subversive Practices. (Also Women's and Gender Studies 46.) This course will explore subversive activities as a potential strategy for the empowerment of women, political outsiders, and other individuals and groups. We will consider subversive practices that disrupt the meanings of dominant discourses, violate sacred rituals and traditions, and defy institutional and state authority. Examples will range from acts usually justified by overt political motives (i.e., underground railroads, sabotage, avant-garde art) to the everyday actions that subvert authority. We will raise questions about the distinction between subversion and other political acts, and in particular, we will question the role of subversive writing and technique within feminist theories. The course will address how gendered identities are imposed and subverted in women's lives and the extent to which subversive power is derived from cultural meanings of "being a woman." We will analyze the meanings of the subversive voice found in art, culture, and politics. We will question the intended purposes of subversive actions. Are these actions desperate efforts for self-expression, futile acts of destruction, or sophisticated political strategies? What is the meaning of the subversive personality (i.e., heroine, dissident, or criminal) as a cultural symbol? What conditions make subversion morally justifiable? We will read texts written by the observers of subversive women and outsider groups as well as examine subversive writings, practices, and cultural artifacts.

Second semester. Omitted 1993-94. Professor Bumiller.

47. Asian Women: Myths of Deference, Arts of Resistance. (Also Women's and Gender Studies 47.) Some of the central tenets of Orientalist thought rest upon its depiction of Asian women as passive, conservative, and politically quiescent. Such conceptions encumber our understanding both of the so-called Orient as well as of Asian women. Rejecting dualistic images of Asian women as either traditional or modern, victims or agents, passive or active, we will explore the myriad forms that women's resistance assumes form spirit possession on the factory floor, to public humiliation of oppressive landlords, to participation on the factory floor, to public humiliation of oppressive landlords, to participation in revolutionary movements. We will also study the impediments to women's resistance and the ways in which women's resistance may ultimately perpetuate their subjugation. We will compare myths of deference and arts of resistance among Asian and Asian-American women.

First semester. Professor Basu.

48. The Post-Communist State. The sudden transformation of Soviet-type societies, from one-party dictatorships to multiparty democracies, have rendered obsolete the dominant paradigms which emphasized the impossibility of the fundamental evolution of communism. However, so far no other theoretical approaches have succeeded in filling this gap. The primary purpose of this course is to introduce a new conceptual terminology of power relations and their concomitant forms of resistance that would allow for a systemic understanding of the evolution of Soviet-type societies from their revolutionary foundation, through the totalitarian and post-totalitarian phases, to the present-day post-communist state formation. Attention will be given to such categories as "political terrorism," "civil society," "parallel polis" and "anti-politics." Topics to be examined include the formation of political pluralism, an unregulated market, and the rule of law. Although the course will not specifically focus on any single country, the assigned literature will refer primarily (by way of illustration) to the Soviet Union, Czechoslovakia, Hungary and Poland.

Requisite: At least one course in any of the following: political theory, comparative politics, American politics, modern Chinese/Soviet history, or consent of the instructor. Second semester. Omitted 1993-94. Professor Machala.

49. Political Theory from Plato to Machiavelli. A study of some of the major writers who have dealt with questions of political practice and political morality in a philosophical way. The emphasis is on the tense relations among absolute morality, ordinary morality, and the pursuit of greatness. Attention will be given to the Socratic challenge to Athens and the early Christian challenge to Rome as well as to Machiavelli's worldly counterattack. Readings from Homer, Sophocles, Thucydides, Plato, Aristotle, Cicero, Augustine, Machiavelli, Shakespeare, and Luther.

First semester. Professor Villa.

54. Seminar in War and Peace. What are the causes of war? Can war conceivably be abolished? Should it be? Or is war a necessary, perhaps even a positive behavior?

What is peace? Is peace simply "not war," a negative condition, merely the absence of war? Or can humankind aspire to a "positive peace"? In any case is peace the highest value of civilization, or can war be justified as the protection of more important values?

This seminar is a conceptual, theoretical analysis, rather than an historical or policy study. The syllabus ranges widely, from classical to contemporary sources, from assertions that war is inevitable to assertions that non-violence is morally superior. Authors include Euripides, Thucydides, Hobbes, Kant, Clausewitz, Emerson, Margaret Mead, Gandhi, Martin Luther King, Kenneth Waltz, Geoffrey Blainey and others.

Students should have some background in studies of international relations, of morality and politics, and/or international law.

Not open to Freshmen. Limited enrollment. Second semester. Professor Tiersky.

57. Problems of International Politics. The subject varies from year to year.

Admission with consent of the instructor. Limited enrollment. First semester. Omitted 1993-94. Professor Taubman.

58f. Seminar in Constitutional Law: The American Founding. This course is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The topic for this year will be: The American Founding.

The seminar will study the statesmanship of the American Founders in establishing a new political regime and framing the Constitution of 1787. The topics will include: the political philosophy of "natural rights"; the debates during the Constitutional Convention in Philadelphia, and during the contest over ratification; the Federalist and Anti-federalist papers; the political economy of the new Constitution; and some of the leading cases in the founding period of American jurisprudence, the opinions composed by Chief Justice Marshall. Two sessions per week.

Limited enrollment. Admission with the consent of the instructor. First semester. Professor Arkes.

59s. Contemporary Political Thought. A consideration of twentieth-century political thought in light of the apparent failure of the modern/enlightenment project. The critique of rationality initiated by Nietzsche (the suggestion of an internal relation between reason and domination) will be our starting point. Readings from Nietzsche, Weber, Lukacs, Adorno, Heidegger, Arendt, Habermas, Althusser, Foucault, Lyotard, Derrida.

Limited enrollment. Second semester. Professor Villa.

60. Punishment and Political Order. In this course we investigate the power of punishment as a motive force in the establishment and development of political order. We will explore this theme through readings of the Book of Job, Greek tragedy, Freud, Kafka, Foucault, Primo Levi, and others.

Second semester. Omitted 1993-94. Professor Dumm.

61. Taking Marx Seriously. This seminar will be devoted to a close reading of Marx's text. The main themes we will discuss include Marx's conception of the state and civil society, law and morality, and his critique of alienation, bourgeois freedom and democracy. We will also examine Marx's theories of historical progress, the genesis of capitalist economic relations and "human emancipation." Special attention will be given to Marx's treatment of such concepts as petty-bourgeoisie, lumpenproletariat, and revolution.

Limited enrollment; preference will be given to those who have had some exposure to Marx in previous courses. First semester. Omitted 1993-94. Professor Machala.

62. Revolution, Resistance and Consciousness. During the past 100 years, people living in rural areas have acted repeatedly to transform the world—by stopping change, altering it, or seeking altogether more radical change—with the goal of establishing better and more just lives for themselves and their communities. Workers in mines and factories also have bloody histories of resistance and rebellion. How and why has this occurred? With what pasts, presents and futures do people quietly resist daily oppression, join political parties, unions, and independent grassroots organizations, and sometimes take up arms? How do consciousness, gender, family and community life, and work connect to politics and violence? What is the relationship between national processes of state formation, economic development, and cultural representation, and processes of resistance and rebellion? We will examine these questions by studying a variety of responses on the part of peasants and workers to the development of states and the expansion of capitalism in Latin America, Africa, and Asia.

Admission with consent of the instructor. Second semester. Omitted 1993-94. Professor Rubin.

65. Power and Representation in American Politics. The United States is a representative democracy, but both parts of that description are being challenged anew these days by a variety of thinkers who have resurrected Nietzsche as a political theorist. In this course we will ask in what ways the alleged "crisis of representation," associated most prominently with post-structuralist claims concerning the instability of meaning and the primacy of power, has affected the study and practice of politics in the United States. We will inquire into the relationship between representation and power in several areas of politics, including sexuality, crime, electoral politics, and national security. This course is a seminar.

Admission with consent of the instructor. First semester. Omitted 1993-94. Professor Dumm.

66. Nationalism and the Legitimation Crisis. Historically, among the many challenges to political societies in both domestic and global arenas, few have been as powerful and yet as poorly understood as nationalism. In this seminar we will engage in a comparative study of nationalist conflicts both within and among post-communist, post-colonial, and "postmodern" countries. We will ask about the links between these conflicts and the legitimation crisis in the following three spheres: mass culture, the capitalist economy and state formations. We will examine the discourses that emphasize the oneness of humanity and those that underscore the uniqueness of national groups. What is the role of myths, memories and symbols in producing national identities? What is the relationship between these indentities and those of citizenship, class, and gender? What are the dynamics between the dominance of capital and the politics of social movements and of political elites in the contemporary world?

Limited to 40 students. Second semester. Omitted 1993-94. Professors Basu and Machala.

67s. Studies in Statesmanship: Abraham Lincoln. Seminar. Studies in Statesmanship: Abraham Lincoln. This course will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a divided community, by reconciling interests and forming the bonds of a political party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. Seminar.

Limited enrollment. Admission with consent of the instructor. One or more of the following *may* serve as requisites: Political Science 23s, 41, 42, 18 or 49. Second semester. Professor Arkes.

68. Social Movements, Parliamentary Democracy and the State. They forced themselves onto the public agenda through university occupations, challenges to patriarchal authority in the family, and strikes in factories and offices in the '60s and early '70s. Although what came to be known as the new social movements were most publicized in Paris and Berkeley, they were no less active in the villages of India and the shantytowns of Brazil. But a decade later, not only were these movements experiencing similar dilemmas to movements that had preceded them, they were increasingly eclipsed by grass roots movements that espoused antithetical principles to their own. What accounts for both the extraordinary vitality as well as the severe crises which afflicted feminist, peace and environmental movements? To what extent have their failures contributed to the emergence of anti-feminist, militarist, and religious fundamentalist movements? While focussing on the emergence of these movements within civil society, we will address the dialectic which informs their relationship to the state.

Second semester. Professor Basu.

D77, 78. Senior Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

The following courses are listed for inclusion in a Political Science Major.

Rights and Wrongs. See Law, Jurisprudence and Social Thought 22.

Second semester. Omitted 1993-94. Professor Sarat.

The Rhetoric of Law: Proof and Persuasion in the Legal Process. See Law, Jurisprudence and Social Thought 30.

Second semester. Professor Sarat.

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

PSYCHOLOGY

Professors Aries*, Olver, Raskin (Chair, first semester), Sorenson (Chair, second semester), and Weigel; Assistant Professors Demorest and Duffy; Visiting Assistant Professor Levesque.

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*On leave 1993-94.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective specialized courses. On occasion in consultation with the department a student may include one course in a closely allied field in a major program.

The required introductory courses include Psychology 11, 12 or 26, and 22. It is strongly advised that these courses be taken on the Amherst campus. Additionally students must choose one course from at least two of the following groups of intermediate-level courses: Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36). Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28). Area 3: Physiological (Psych 26). Area 4: Cognitive (Psych 34).

All students must choose one upper-level seminar which will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Emotion (Psych 50), Psychobiology of Stress (Psych 52), Clinical Inquiry (Psych 53), Psychology of Language (Psych 56), Child's Construction of Reality (Psych 58), Hormones and Behavior (Bruss 11), Developmental Psychobiology (Psych 60), Psychopharmacology (Psych 61).

The recommended specialized electives include: Sex Roles (Psych 40), Psychoanalytic Theory (Psych 30), Psychoanalysis and Women (Bruss 13), Cross-Cultural Psychology (Psych 43), Black Perspectives in Psychology (Psych 42), Personality and Political Leadership (Colloquium 14).

Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their Senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester, Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester. Professor Weigel.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Omitted 1993-94.

12f. Psychology as a Natural Science. This course will examine the utility of animal models for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychopathology.

First semester. Omitted 1993-94.

12. Psychology as a Natural Science. Same description as Psychology 12f.

Second semester. Professor Sorenson.

20f. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. First semester. Professor Levesque.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will then be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Demorest.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Duffy.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Omitted 1993-94.

26f. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Requisite: Consent of the instructor (Psychology 22 recommended). First semester. Professor Raskin.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Omitted 1993-94. Professor Olver.

28. Abnormal Psychology. A survey of psychogenic approaches to the explanation and treatment of psychological disorders, with a focus on the emotional disorders.

Requisite: Psychology 21. Not open to Freshmen. Limited to 40 students. Second semester. Professor Demorest.

30. The Development of Psychoanalytic Theory. An examination of the chronological development of Freud's clinical method, data and theories. Freud's clinical cases will be considered as a vehicle for understanding the interplay between clinical evidence and theory, and the evolution of the psychoanalytic method and model of the mind. The progression of Freud's ideas in the direction of object relations theory, and the scientific validity of Freud's major formulations will be discussed.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1993-94. Professor Aries.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Omitted 1993-94. Professor Aries.

34. Cognitive Psychology. A study of the mental processes which underlie our ability to perceive, reason, and use language. The course will evaluate the current conception of the mind as an information processing device. Evidence for this conception will be taken from studies of both normal and brain-damaged subjects. In addition, where relevant, work in related fields of artificial intelligence, linguistics, and philosophy will be considered. Finally, we will discuss the implications of cognitive theories for understanding a number of topics, including the nature of intelligence and creativity, the accuracy of eyewitness testimony in the legal system and the origin of systematic biases in medical decision-making.

Requisite: Psychology 11. Second semester. Professor Duffy.

36. Psychology of Aging. An introduction to the psychology and psychobiology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1993-94. Professor Raskin.

40. Sex Role Socialization. (Also Women's and Gender Studies 40.) An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Professor Olver.

42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

1. BLACK PERSPECTIVES IN PSYCHOLOGY. (Also Black Studies 28.) See Black Studies 28 for description.
   Requisite: Psychology 11 or consent of the instructor. Second semester. Professor Blake.

43. Cross-Cultural Psychology. (Also Black Studies 83.) See Black Studies 83 for description.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Blake.

50f. Emotion. Research on emotion is surveyed in order to closely examine the process of research in its various forms. The promises and problems inherent in trying to examine emotional processes will then be explored via a class research project, the specific topic to be arranged by the class and instructor.

Requisite: Psychology 11 and 22. First semester. Professor Demorest.

52. The Psychobiology of Stress. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of a variety of disorders of health and behavior including: psychosomatic disorders, sudden death, hyperaggressiveness, obesity, impotence, depression, schizophrenia, and infantile autism. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" verus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to 20 students. Second semester. Professor Sorenson.

53s. Clinical Inquiry. This course involves an exploration of methods for identifying an individual's personality dynamics. We will consider issues of method of analysis (e.g., the merits of clinical versus statistical methods), as well as consider a range of materials for analysis (e.g., from autobiography or psychotherapy interview to questionnaires or projective tests).

Requisite: Psychology 21 and consent of the instructor. Limited to 15 students. Second semester. Professor Demorest.

55. Cognitive Neuropsychology. An examination of perception, memory, language, and thought in the normal and damaged brain. Findings from clinical and experimental studies will be evaluated to characterize cognitive disorders such as agnosia, blindsight, anomia, aphasia, amnesia, and dyslexia. We will examine the assumptions involved in drawing inferences about normal cognition based on the behavioral deficits observed in brain-injured individuals. We will also investigate neuropsychological techniques for probing the functioning of the undamaged brain, including newly-developed imaging techniques. The goals of the course will be to develop a model of the normal cognitive system and to use the model to understand the behavioral deficits associated with damage to its components.

Requisite: Psychology 12 or 26 or 34. First semester. Professor Duffy.

56. The Psychology of Language. A study of the human capacity for creating and using language. This seminar will address a number of current research questions on the psychology of language. These include what we mean by "language" in light of recent efforts to teach language to primates, what is innate and what is learned during language acquisition, how the cognitive system is structured to produce and process language and whether gender differences exist in language.

Requisite: Psychology 11. Limited to 20 students. Second semester. Professor Duffy.

58. The Child's Construction of Reality. An examination of children's changing representations of their physical and social worlds, of the processes by which these representations are created and modified, and of the biological and cultural factors that affect these developments. We will consider such questions as how children come to understand the properties of physical objects, the distinction between living and non-living entities, and the organization of social interactions. Drawing on Piagetian and information-processing approaches, we will examine classic studies of the development of the concepts of object permanence, causality, and self as well as recent explorations of children's knowledge of gender and theories of mind.

Requisite: Psychology 11 or 12. Second semester. Omitted 1993-94. Professors Duffy and Olver.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26. Limited enrollment. Second semester. Omitted 1993-94. Professor Raskin.

61. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to Freshmen. First semester. Professor Sorenson.

77, 78 or D78. Senior Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELATED COURSE

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

RELIGION

Professors Doran, Niditch, Pemberton (Chair), and Wills*; Assistant Professors Elias and Gyatso‡.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11s, "Introduction to Religion," Religion 64, "Theories of Religion," and a course in the comparative study of religious traditions, (e.g., Religion 32, 66, 67, and 68), as well as five additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

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*On leave 1993-94.

‡On leave second semester 1993-94.

Honors Program. Honors in Religion shall consist of Religion 11s, Religion 64, a course in the comparative study of religious traditions, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to Religion. This course introduces students to the comparative study of religion by focussing on a major theme within three religious traditions. Traditions and topics to be explored will vary from year to year. Examples of key themes include "the holy man or woman"; "pilgrimage"; "death and dying"; "creation"; and "canon and scriptural authority." In 1993-94 the major traditions will be Judaism, Roman Catholicism, and Islam. The theme will be war and the religious ethics of violence. Topics for discussion include just and unjust war, the ideology of non-violence, the bardic traditions of war, the ideology of "war as hell," and the internalization of the Islamic martial concept of Jihad. Our readings in classical sources such as the Bible, the works of Aquinas, and the Qu'ran will be related to twentieth-century figures such as Martin Luther King, Jr., and recent movements, for example, Christian protests against the War in Vietnam.

Second semester. Professors Doran, Elias, and Niditch.

15. Taoist and Confucian Religious Tradition. The course will study the principal religious and philosophical traditions of China. We will begin with the works of Lao Tzu and Chuang Tzu, and their understanding of "the Way," the natural, "non-action" and the role of the feminine; the writings of Confucius, Mencius and later Neo-Confucians, and their insights into human nature, relationships, ritual, and language; and ancient Chinese cosmology and theories of divination as reflected in the *Book of Changes*. This will be followed by a study of several special topics, including Taoist mysticism, meditative techniques and longevity practices in the Tang dynasty; individualism in Ming Neo-Confucian writings; and outstanding works of Chinese poetry that reflect these trends. In the latter part of the course we will read twentieth-century autobiographical and literary works, including Chinese-American writings, that both continue and transform traditional worldviews in contemporary contexts.

First semester. Professor Gyatso.

16f. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions,* selections from St. Thomas Aquinas' *Summa Theologica,* the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy,* selections from Catholic and Protestant reformers, and Pascal's *Pensees.*

First semester. Professor Pemberton.

17. The Islamic Religious Tradition. This survey course examines Islamic religious beliefs and practices from the origins of Islam to the present, stressing Islamic religious ideas, institutions and personalities. Central issues—such as

Islamic scripture and traditions, law and theology, sectarianism and mysticism—and the variety of Islamic understandings of monotheism, prophethood, ritual and society will be the focus of the course. The primary goal of the course is to provide the student with a basic knowledge of important aspects of Islamic religious thought and practice.
First semester. Professor Elias.

21. **Ancient Israel.** This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.
First semester. Professor Niditch.

22. **Christian Scriptures.** An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.
Second semester. Professor Doran.

23. **Buddhism in Theory and Practice.** This course explores the central ideas and practices of Buddhism through a literary, philosophical, and historical study of its principal texts. We focus first on Indian Buddhist notions on the self (or "no-self"), human emotion, karma, meditative practices, the nature of suffering and bondage, and the possibility of liberation. This is followed by a study of Buddhist ethics and lifestyles, from early Buddhist monasticism, to the Mahayana emphasis on lay life and compassion, to the radical Tantric recognition of liberation even within human sexuality and attachment. In the latter part of the course, we will explore several special movements in Buddhism, including the paradoxical discourse and practice of the East Asian Zen tradition, and recent social activism among South Asian and Tibetan nuns and monks in political upheavals and ecological movements.
First semester. Professor Gyatso.

24f. Muhammad and the Qur'an. The course explores the origins of the Islamic religious tradition through its scripture, the Qur'an, and the life of its prophet, Muhammad. Muhammad's biography is analytically approached to understand the degree to which it has influenced the development of Islamic belief and ritual. The Qur'an is studied through its content, its origins, and the impact it has had on the development of Islam. The main purpose of the course is to examine the two religious phenomena which are considered central by all Islamic sects and divisions.
First semester. Omitted 1993-94. Professor Elias.

29. **The Self Writing the Self: Autobiography in Religion.** In this course we shall explore the nature of selfhood as it is constituted in the writing of autobiography, and the significance of such selfhood in religion. Our questions include: What do autobiographies tell us about the relationship of personal identity, individuality, subjectivity, and alienation to religious thought and practice? What can we say about the relationship of the way one lives one's life and one's self-identity to what is remembered and written in autobiography? To whom are autobiographers telling their self-stories, and why? What constitutes such critical experiences as moments of conversion, enlightenment,

or self-consciousness? Our interpretive methodology will draw from literary theory and the history and psychology of religion. Students will also keep autobiographical journals for the course as an exercise in the practice of this genre of writing. Our texts will be both modern and pre-modern, from Eastern and Western traditions, written by eminent and humble personages, and by religious, as well as secular, autobiographers concerned with religious issues. Autobiographical texts to be studied include those of Augustine, Teresa of Avila, a Tibetan Buddhist hermitess, a Jewish Kaballist mystic, a Native American visionary, a Chinese-American authoress, a seventeenth-century Venetian Rabbi, an American freed slave, a Japanese pilgrim poet, and James Joyce.

First semester. Omitted 1993-94. Professor Gyatso.

30f. Buddhist Women and Representations of the Female. (Also Women's and Gender Studies 19.) This course explores three interrelated subjects: (1) Buddhist conceptions concerning the female gender. The primary sources for this question are the Buddhist tantras, where for the first time there appear the dakini "sky-walker"/trickster/buddhas, and there is developed an elaborate soteriology and practice involving sexuality. Also relevant are a series of sutra passages in which the nature of female enlightenment is debated, as is the nature of gender as such. (2) The lifestyles and self-conceptions of historical Buddhist women, focussing upon autobiographical writings by Buddhist women, and accounts of modern nuns involved in reform movements and political struggles in Asia. We will also look at the subversive teaching strategies of women teachers, hags, and other characters (putatively historical) in the biographies of Buddhist men. (3) Buddhist philosophy of language and its relation to Buddhist representations of the female, both of which issues will be studied in conjunction with the writings of Western feminist thinkers on language and semiotics, such as Kristeva and Cixous. In this context, we will explore the significance and practice of the "twilight language of the dakinis," cited widely in the tantras, "revelatory" writings, and biographical literature.

Limited enrollment. First semester. Omitted 1993-94. Professor Gyatso.

32f. Religion in the Atlantic World, 1450-1808. An examination of the encounter of African and European religion in the creation and development of the Atlantic world, from the beginning of the slave trade until the Anglo-American withdrawal from it. How did African and European religions differ and how were they alike at the time of their meeting in the Atlantic world? How did they change in response to one another along the Western coast of Africa, in the Caribbean and in North America? Attention will be given throughout to both West African and Kongo-Angola religious traditions, to both Catholicism and Protestantism, to both elite and popular religious patterns, and to the role of Islam in Africa and the New World.

First semester. Omitted 1993-94. Professor Wills.

33. American Religious History I. A survey of the history of American religion from the colonial period to the Civil War. Emphasis will be placed on the theology and ethics of the New England Puritans (including Jonathan Edwards), the relations of Protestantism to the Revolution and the emergence in America of liberal democracy, the creation by the slaves of Afro-American Christianity and the development in the north of the independent black churches (particularly the A.M.E. church), and the role of religious figures in the antebellum critique and defense of slavery and

industrialism. Attention will also be given to the formation of American Catholicism and American Judaism.
First semester. Omitted 1993-94. Professor Wills.

34. American Religious History II. A survey of the history of American religion from the Civil War to the present. Emphasis will be placed on the emergence and development (particularly within Protestantism) of a theology responsive to modern developments in natural science, social science and historical scholarship; the steady erosion of white Protestantism's cultural hegemony and the growing importance of Catholicism, Judaism and black religion; the continuing tension within all American religious communities between traditionalism and liberalization; the role of religious figures in criticizing and defending racial segregation, capitalism, and America's expanding role in international affairs; and the importance of the 1960s as a period of change in American religious life.
Second semester. Omitted 1993-94. Professor Wills.

36f. Religion and Politics in the United States. An examination of the role of religious ideas, institutions, identity, and individual leaders in American politics. Attention will be given to the interplay between "civil religion" and religious pluralism, the origins and meaning of the separation between church and state, the relation of religious to political loyalty in the various American party systems, the attempts of religious groups to shape the resolution of public issues, and the role of influential religious leaders in political life. Though broadly historical, the course will emphasize developments of recent decades, e.g., Catholicism in American politics from John F. Kennedy to Geraldine Ferraro, black religion and black politics from the civil rights movement to the Jesse Jackson candidacy, Judaism's response to the emergence of the state of Israel and the course of the United States' policy toward the Middle East, and the political resurgence of American evangelicalism from Jimmy Carter to Pat Robertson.
First semester. Omitted 1993-94. Professor Wills.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.
Second semester. Omitted 1993-94. Professor Niditch.

39. Women in Judaism. (Also Women's and Gender Studies 21.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal *(halakic)* and non-legal *(aggadic)* material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an interdisciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

First semester. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Second semester. Omitted 1993-94. Professor Niditch.

41s. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Second semester. Professor Niditch.

44. Greeks, Romans, Jews: Roots of Anti-Semitism. This course will trace the interaction between Jewish communities and their non-Jewish neighbors in Mediterranean antiquity from the time of Alexander the Great (330 B.C.E.) to the Theodosian Code (435 C.E.). We will explore the way in which Jews were admired as a philosophic race and hated as the consummate "Other." We will try to situate Greek, Roman and early Christain writings about Jews and examine the Jewish responses to these writings in their proper socio-economic and cultural environments. Readings include works by Jewish authors such as Philo and Josephus, Roman authors such as Horace and Cicero, and selections from the Church Fathers.

Second semester. Omitted 1993-94. Professor Doran.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man,* what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

First semester. Omitted 1993-94. Professor Doran.

48f. Christian Thought in the Modern World. An examination of the writings of selected Catholic and Protestant theologians of the nineteenth and twentieth centuries in terms of two questions: What is the status of Christian belief in an age of science? What is the relationship of Christianity to non-Christian religions? The course will examine such issues as the relationship between religious commitment, theological doctrine, and scientific inquiry; and the authority of church and scripture in relationship to religious pluralism and the historical and cultural relativism of religion.

First semester. Omitted 1993-94. Professor Pemberton.

50f. Images of Jesus. One of the most dominant symbols in Western culture, the figure of Jesus, has been variously represented and interpreted—even the canonical Christian Scriptures contains four different biographies. This course will explore shifts in the contours of that symbol and the socio-cultural forces at play in such changes, as well as debates about the understanding of the figure of Jesus. Beginning with recent films about Jesus, the course will turn to examine the biographies in the Christian Scriptures and the heated debate in the fourth century over the identity of Jesus as Son of God. We will then trace trajectories through the medieval period in the visual and audial image of Jesus. To conclude, we will focus on the "social" Jesus, that is, Jesus the capitalist and the Jesus of liberation theology, as well as on the feminine Jesus, for example, portrayals of Jesus as mother and bride.

First semester. Professor Doran.

53. Sufism. The course approaches Sufism from several directions: it examines individual Muslim mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry and Sufi philosophy; analyzes the ideas of the perfect man and the *mahdi* in esoteric Islam; and traces the development of Sufism in Africa and India. The primary goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world.

First semester. Professor Elias.

54. For Every Pharaoh There Is a Moses: Defining an Islamic Theology of Liberation. In the past century, several Islamic movements and thinkers have emphasized liberation from political, social, economic, intellectual, spiritual, and institutional oppression as the primary need of Islamic society. In western scholarship, the question of Islamic liberation movements is normally treated as a political rather than religious issue, thus missing the primary concerns of the actors. The purpose of this course is to study modern Islamic writers and movements with the goal of formulating an Islamic theology of liberation. The course will commence with a brief study of the writings of Latin American liberation theologians. Once we have successfully defined a theology of liberation in this environment, we shall proceed to the main section of the course. This will involve a detailed analysis of scriptural passages relating to liberation as well as the study of major Islamic movements of this century (Pakistan Movement, Iranian Revolution) and the primary thinkers associated with them (Afghani, Iqbal, Shari'ati, Khomeini). Questions to be raised over the course of the semester include the relevance of traditional religious authority, the universal applicability of western Christian values, the justified use of violence, and the future of Islamic religion and society.

Second semester. Omitted 1993-94. Professor Elias.

55s. Islam in the Modern World. The purpose of the course is to achieve an understanding of events occurring in the Islamic world by studying how Muslims view themselves and the world they live in. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include religious, political, and literary writings by important Muslim figures. Movements, events and central issues (e.g., the changing status of women and the legacy of the Gulf War) will be examined in the context of modern nation states (Egypt, Iran, Pakistan, Saudi Arabia, Turkey). One of the main objectives is to show that what appear to be similar movements in the Islamic world are, in fact, widely disparate in their origins and goals.

Second semester. Professor Elias.

64. Theories of Religion. The course will pursue a critical analysis of several major theories concerning the nature of religious experience and their applicability to particular religious situations. Issues addressed will include the question of religion as a personal and/or social experience; the nature and diversity of religious modes of expression in relation to particular cultural contexts; and the problem of the referent of religious experience. Readings will be drawn from such nineteenth- and twentieth-century writers as R. Otto, E. Durkheim, F. Nietzsche, S. Freud, M. Weber, W. James, K. Nishitani, M. Eliade, J.Z. Smith, W. Proudfoot, R. Horton.

Not open to Freshmen. Second semester. Professor Pemberton.

66. Myths of Women: East and West. In a seminar format we will examine major archetypal images and themes of the feminine that recur in Western and Eastern literature. Classical sources include the epic traditions of the ancient Near Eastern and Mediterranean worlds, Hebrew and Christian scriptures, Taoist philosophical writings, Chinese love poetry, Indian erotic poetry, and visualizations of the goddess in Tantric traditions. We will also explore aspects of psychoanalytic theory relating to the feminine by Freud, Jung, and Neumann, and contemporary feminist readings of the myth of woman by Kim Chernin, Carol Christ, and others. Finally, we will juxtapose images of women in American popular culture from 1950 to the present with writings by American feminists of the same period, in order to explore recent developments and tensions in contemporary myths of the American woman.

Second semester. Omitted 1993-94. Professors Gyatso and Niditch.

67s. The End of the World: Visions of Spiritual Renewal. At different times and in different cultures, groups of people have believed that the world as they know it is about to undergo profound transformation. This course will explore the circumstances that give rise to such movements, how the transformed world is envisioned, and whether and why the group survives or disbands. Movements to be explored include Polynesian cargo cults; contemporary Nigerian revitalization movements; the Jesus movement and other apocalyptic movements such as that of the Dead Sea Scrolls Covenanters in early Judaism; medieval Christian millenarians; and some of the so-called "cults" in the United States today.

Second semester. Professors Doran and Pemberton.

72. Issues in Buddhist Philosophy. A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the Madhyamaka radical dialectic of Nagarjuna and Candrakirti; the Buddhist hermeneutics of Mi-pham and Kukai; Dignaga's writings on language as absence (*apoha* theory); and the Yogacara critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from western philosophers, including Husserl, Heidegger, Sartre, and Derrida. In the final portion of the seminar we will read the writings of the contemporary Buddhist philosopher Keiji Nishitani, who has engaged Western existential thought on the question of nihilism.

Limited enrollment. Second semester. Omitted 1993-94. Professor Gyatso.

77. Senior Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Anthropological Approaches to the Study of Religion. See Anthropology 31s.
Not open to Freshmen. Second semester. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professors Abiodun and Resident Artist Lobdell.

African-American Religious History. See Black Studies 52.
Second semester. Omitted 1993-94. Professor Wills.

The Reformation Era, 1500-1660. See History 7s.
Second semester. Omitted 1993-94. Professor Hunt.

ROMANCE LANGUAGES

Professors Benítez-Rojo, Caplan (Chair of French), Huet*, Maraniss (Chair of Spanish), and Rosbottom‡; Associate Professors de la Carrera, Hewitt, and Stavans; Assistant Professor Rockwell; Visiting Assistant Professor N. Rogers; Senior Lecturers Nawar and Otaño-Benítez.

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*On leave 1993-94.
‡On leave second semester 1993-94.

The objective of the Romance Languages major, whether in French or Spanish, is to learn about another culture directly through its language and principally by way of its literature. Literature is here understood as a significant expression of a culture.

Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of Romance Literatures throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French or Spanish. The Department also urges majors to spend a semester or a year studying in a French- or Spanish-speaking country.

The major in Romance Languages provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training. The French and Spanish departments within the Department of Romance Languages share certain principles. The application of these principles to their majors is detailed below.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings in the Amherst College Romance Languages Department. All courses offered by the Department above French 3 (with the exception of French 8) may count for the major. The one rule of selection is that two of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century. Comprehensive examinations must be completed no later than the seventh week of the second semester of the Senior year.

Honors Program. In addition to the major program described above, a candidate for departmental Honors may write a thesis. Students planning to write a thesis should submit a proposal during the first week of their Senior year. Oral examinations on the thesis will be scheduled in the late spring. Candidates will normally elect 77 and 78 in their Senior year.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

Placement in French language courses. See individual course descriptions for placement indicators.

Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

FRENCH LANGUAGE AND COMPOSITION

1. **Elementary French.** This course features intensive work on French grammar, with emphasis on the acquisition of active skills (speaking, reading, writing and vocabulary building). We will be using *Avec Plaisir*, a video series established in France by Hachette and *A vous la France*, produced by the BBC. These programs are based on authentic dialogues and interviews with native speakers from all walks of life. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 3.

For students without previous training in French. First semester. The Department and Assistants.

1s. **Elementary French.** Same description as French 1.
Second semester. The Department and Assistants.

3. **Intermediate French.** This course involves intensive review of grammar, with emphasis on the understanding of the structural and functional aspects of the French language. Systematic vocabulary building, as well as training in writing and speaking will be stressed. *Les jeux sont faits*, Jean-Paul Sartre's play, will form a base for this course as will selected short stories, a video program, and newspaper articles. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 5.

For students having taken French 1, or with fewer than three years of secondary school French. First semester. The Department and Assistants.

3s. **Intermediate French.** Same description as French 3.
Second semester. The Department and Assistants.

5. **Language and Literature.** An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Readings will be drawn from significant short stories, plays and poetry from the modern period. The survey of different literary genres serves also to contrast several views of French culture. Successful completion of French 5 prepares students for literature and advanced courses. Conducted in French. Three hours a week.

For students with three or four years of secondary school French and a CEEB score between 500-600. First semester. The Department and Assistants.

5s. **Language and Literature.** Same description as French 5.
Second semester. The Department and Assistants.

7. **Textual Analysis and Writing Skills.** The principles and practice of expository writing: development of correct and effective expression in French. Intensive training in composition organized around a variety of modern texts (poetry, novels, essays from Baudelaire to Sartre). Highly recommended for future French majors.

Requisite: French 5 or equivalent. First semester. Professors Caplan and Hewitt.

7s. Textual Analysis and Writing Skills. Same description as French 7. Second semester. Professors Caplan and Rockwell.

8f. French Conversation: Contemporary France. To gain as much confidence as possible in idiomatic colloquial French we discuss—undogmatically—French social institutions and culture. In general we try to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, French art and architecture, the position of women, the spectrum of political parties, minority groups, religion and the position of France and francophonic countries in the world. (French 8 does not count toward the French major.) Highly recommended for students planning a Junior Program in France.

Requisite: French 5 or equivalent. First semester. Professor Rogers.

8. French Conversation: Contemporary France. Same description as French 8f. Second semester. Professor Rogers.

FRENCH LITERATURE AND CIVILIZATION

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in Medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 1993-94. Professor Huet.

12f. Cultural History of France: From 1789 to the Present. A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. First semester. Professor Rogers.

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings will include such major works as: *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, along with its continuation by Jean de Meun, and the poetic works of Charles d'Orléans and François Villon. Particular attention will be paid to the philosophical presuppositions surrounding the production of allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1993-94. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland,* the Tristan legend, the *Laïs* of Marie de France, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1993-94. Professor Rockwell.

22. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Rockwell.

23s. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1993-94. Professor de la Carrera.

24f. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1993-94. Professor Caplan.

25s. Literature of the French Enlightenment. An analysis of the major philosophical, literary and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political and religious institutions of the *ancien régime.* Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we shall also read a few essays in French cultural history from Robert Darnton's *The Great Cat Massacre.* Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor de la Carrera.

26f. Reading Proust.

First semester. Omitted 1993-94.

27s. The Nineteenth-Century French Novel. To be offered in 1993-94 as French 35s.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1993-94.

28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1993-94. Professor Hewitt.

29. Tradition and Anti-Tradition in Twentieth-Century French Theater. A study of plays and theories that inform them. In addition to literary approaches to the plays, we will consider the relationship between text and performance (including its non-verbal sign systems—such as space, sound, visual effects—which contribute to the production of meaning). We will read works by such playwrights as Jarry, Cocteau, Claudel, Giraudoux, Anouilh, Sartre, Ionesco, Genet, Beckett, Duras. The theoretical works on theater will include selections from Artaud and Barthes. For their final project students may choose, instead of a final paper, to do a performance of scenes from one of the plays, followed by a discussion of their interpretative choices. Conducted in French.

Requisite: One of the following—French 7, 8, 11 or 12. First semester. Professor Hewitt.

30. Contemporary French Literature: Crises and Transformation. The topic for spring 1994 is: Literature and Politics: World War II in French literature. Analysis of how the Second World War becomes inscribed in poetry, plays and novels. We will first look at Resistance literature (Eluard, Camus, Sartre, Vercors), some examples of collaborationist writing (Brasillach), as well as texts that resist simple political categories (such as Genet, Leiris, Bataille). Then our focus will turn to the relationship between fiction and history in works written or published long after the Armistice (by writers such as Simon, Duras, Modiano). Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Hewitt.

SPECIAL COURSES

32f. European Film. The topic for fall 1993 is: The French Novel and Cinema. A study of classic French novels from the eighteenth century through the twentieth: Diderot's *The Nun*, Laclos's *Dangerous Liaisons*, Stendhal's *The Red and the Black*, Zola's *The Human Beast*, Bernanos's *Diary of a Country Priest*, Camus's *The Stranger*, and Duras's *Hiroshima mon amour.* In conjunction, we shall view and discuss French films based on the same novels, including films by Rivette, Renoir, Bresson, Visconti, and Resnais. Conducted in English.

Limited to 50 students. First semester. Professor de la Carrera.

33. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem or question from the medieval period with a particular focus announced each time the course is offered.

First semester. Omitted 1993-94. Professor Rockwell.

34f. Critical Theory. A study of theoretical questions in literary criticism, with emphasis on the French tradition. The topic changes from year to year. Conducted in English.

First semester. Omitted 1993-94.

35s. Women in French Literature and Culture. The study of issues concerning women in France with a particular focus announced each time the course is offered. The topic for spring 1994 is: Female scandal and the nineteenth-century novel. The nineteenth-century novel is characterized by an abundance of "feminocentric" texts, that is, texts centered on the inscription of a female destiny. Yet this focus on a heroine's journey goes hand in hand with an increasingly problematic and negative status of the female character. This course will study the historical, socio-economic, symbolic and aesthetic implications of the plotting of scandalous feminine transgressions in texts by Balzac, Sand, Flaubert, Zola, Barbey D'Aurevilly and Rachilde. We will address such topics as the historical position of women as perceived through those texts, the construction and perception of gender both inside the fiction and through the author's voice, and the aesthetic choices faced by each of these authors as they evolve particular narrative strategies to write their own version of the scandalous text. Our overall goal will be to gain a better understanding of the strong yet ambivalent ties which link the realist/naturalist genre to the representation of female energy and desire. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Rogers.

36. Literature in French Outside Europe: Introduction to Francophone Studies. This course will explore the issues of identity crisis and cultural alienation in the works of leading writers in French-speaking Africa, the Caribbean and Canada. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 1993-94.

39. French Literature and Society. A study of the relationship between social and literary structures with a particular focus announced each time the course is taught. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 1993-94. Professor Hewitt.

41. Advanced Seminar: Le Neveu de Rameau. First published posthumously (in Goethe's translation), Diderot's comic and complex philosophical dialogue has since become one of his best-known works. The seminar will consider some of the most interesting interpretations of this text, from Hegel to the present. The class will also examine parts (café life, French and Italian opera, high finance, artists, intellectuals and parasites) of the lively and contradictory society that Rameau's nephew inhabited. Conducted in French.

Requisite: French 7, 11, 12 or equivalent. First semester. Professor Caplan.

43s. Introduction to Comparative Studies. The course will examine two great eighteenth-century comic novels, Sterne's *Tristram Shandy* and Diderot's *Jacques the Fatalist*. Both are meta-novels, that is, reflections on what novels are, why they are written, and why we read them. But each novel addresses a somewhat different national literary tradition. The course will be devoted to comparing these two novels in the context of those traditions. Conducted in English.
Second semester. Professor Caplan.

77, 78. Senior Honors. A single and a double course.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Courses. Full or half courses.
Approval of the Department Chair is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. Majors are expected to take Spanish 16 and 17 or their equivalents. All courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain. The comprehensive examination will normally be completed by the end of April.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish I. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3. First semester. Dr. Otaño-Benítez and Assistants.

1s. Elementary Spanish I. Same description as Spanish 1.

Second semester. Dr. Otaño-Benítez and Assistants.

3. Elementary Spanish II. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score below 500 in CEEB placement test. First semester. The Department and Assistants.

3s. Elementary Spanish II. A continuation of Spanish 1. Same description as Spanish 3.

Second semester. The Department and Assistants.

5. Language and Literature. An introduction to the critical reading of Spanish literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses.

First semester. Dr. Otaño-Benítez and Professor Maraniss.

5s. Language and Literature. Same description as Spanish 5.

Second semester. Dr. Otaño-Benítez and Assistants.

6f. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of the United States, Latin America, and Spain. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement.)

First semester. Dr. Otaño-Benítez and Assistants.

6. Spanish Conversation. Same description as Spanish 6f.

Second semester. Dr. Otaño-Benítez and Assistants.

7. Intermediate Spanish Composition. Rapid review of Spanish grammar, intensive practice in literary translation and free composition. Highly recommended for future Spanish majors. Three hours of classroom work a week. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). First semester. Omitted 1993-94. The Department.

7s. Intermediate Spanish Composition. Same description as Spanish 7.

Second semester. Professor Benítez-Rojo.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement). Second semester. Professor Maraniss.

17. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s. Students will be asked to place these works in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score above 600 in CEEB placement). First semester. Professor Benítez-Rojo.

22f. Discovery, Conquest, and New World Writings. An exploration of 1492 as seen through the works of contemporary Latin American writers and historians of the conquest. Readings will include Alejo Carpentier's *The Harp and the Shadow*, Abel Posse's *The Dogs of Paradise*, Homero Aridjis's *1492: The Life and Times of Juan Cabezon de Castille*, and Antonio Benítez Rojo's *Sea of Lentils*, as well as non-fictional works such as Kirkpatrick Sale's *The Conquest of Paradise* and Tzvetan Todorov's *The Conquest of America*. We shall also compare the representation of the conquest in fiction to the views of this event that were current at the time of Columbus. Conducted in English.

Limited to 30 students. First semester. Omitted 1993-94. Professor de la Carrera.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Second semester. Omitted 1993-94.

32. Literature and Revolution in Spanish America. This course will study the impact of revolution and revolutionary change in twentieth-century Spanish America on several literary genres. Special emphasis will be placed on the following topics: (1) the novel of the Mexican Revolution; (2) literary production inside and outside Fidel Castro's Cuba; (3) Sandinista poetry. Conducted in Spanish.

Second semester. Omitted 1993-94. Professor Benítez-Rojo.

34. The Search for Identity: Latin American Thought. This course will trace the issues of cultural and political self-definition from the Colonial period in such writers as Inca Garcilaso de la Vega and Las Casas; through the enlightenment and the romantic period of independence with Bello, Caldas, Espejo, Sarmiento, Martí, Darío, Rodó; to the present with Henriquez Ureña, Reyes, Paz and others. Special attention will be given to the similarities and differences between North and South America in their analogous projects of self-consciously constructing specifically American culture and politics. We will also attempt to define the constitutive properties of literature defining the national cultures. Conducted in Spanish.

Second semester. Omitted 1993-94. Professor Benítez-Rojo.

35s. Hispanic U.S.A. A study of the principal Latino writers in English in the United States since 1959, taking into account the socio-historical context (Chicano, Puerto Rican, Cuban, Dominican, etc.) as well as problems of technique and form. Authors discussed include Julia Alvarez, Cristina García, Richard Rodriguez, and Oscar Hijuelos. Conducted in English.

Second semester. Professor Stavans.

36f. Popular Literature of Hispanic America. This course examines science fiction, detective and romance works from Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1950s to the present. Special emphasis will be made to the distinction between high-brow and mass culture. Authors discussed include Laura Esquível, Isabel Allende, and Jorge Luis Borges. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score above 600 in CEEB placement.) First semester. Professor Stavans.

40f. Spanish and Latin-American Film. Because of the heterogeneity of the material, the topic will vary from year to year. The course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. To be conducted in English.

Limited to 50 students. First semester. Professor Maraniss.

41s. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. The course will be conducted in Spanish.

Second semester. Professor Benítez-Rojo.

42f. The Spanish Caribbean and Its Literature. The cultural history of the Spanish Caribbean, with a focus on Cuba, will be studied in a variety of texts (prose fiction, testimonies, and poetry). The course will span the period from the Conquest to recent times. Among the issues to be addressed will be the significance of the Caribbean to the general cultural history of the Americas.

First semester. Omitted 1993-94. Professor Benítez-Rojo.

43s. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g., Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will do so in English. English section limited to 25 students.

Second semester. Omitted 1993-94. Professor Maraniss.

44. The Spanish Civil War: Art, Politics, and Violence. Fifty-five years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the

war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Conducted in English.
Second semester. Professor Maraniss.

77, D78. Senior Honors. A single and double course.
First and second semesters. Omitted 1992-93. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RELATED COURSES

Perceptions of Childhood in African and Caribbean Literature. See English 55 (Also Black Studies 29).
First semester. Professor Cobham-Sander.

Caribbean History. See History 50f.
First semester. Omitted 1993-94. Professor Campbell.

Topics on the Caribbean and Latin America. See History 51s.
Second semester. Omitted 1993-94. Professor Campbell.

Research Seminar on People and Culture of the Caribbean. See History 52.
Not open to Freshman. Limited to 20 students. Second semester. Omitted 1993-94. Professor Campbell.

Trade and Plunder in Latin America and the Caribbean. See History 53s.
Second semester. Omitted 1993-94. Professor Campbell.

Colonial Society in Latin America, 1492-1825. See History 56f.
First semester. Professor Corbett.

Introduction to Modern Latin America, 1880 to the Present. See History 57s.
Second semester. Omitted 1993-94. Professor Corbett.

Rebels, Bandits, and *Caudillos*: Social Conflict and Political Culture in Latin America. See History 58f.
Limited to 20 students. First semester. Professor Corbett.

Latin America in the Age of Revolution, 1750-1880. See History 60.
Second semester. Professor Corbett.

Comparative Slave Systems. See History 91.
First semester. Omitted 1993-94. Professor Campbell.

Introduction to Latin American Politics. See Political Science 36f.
First semester. Omitted 1993-94. Professor Rubin.

Central America in the United States. See Political Science 37s.
Second semester. Omitted 1993-94. Professor Rubin.

RUSSIAN

Professors Peterson (Chair), Rabinowitz†, and J. Taubman; Associate Professor Sandler; Assistant Professor Ciepiela‡; Visiting Assistant Professor Hwse; Lecturer V. Schweitzer; Visiting Lecturer Babyonyshev.

Major Program. Eight courses are required for the major. All majors, whether in Russian Literature or Russian Studies, must include Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 4 and above will count toward the major. Normally two courses taken during a semester abroad in Russia may be counted; H14 and H15 together will count as one course. Majors must pass a comprehensive exam during the Senior year.

Russian Literature majors must elect at least two of the survey courses in literature and culture (20, 21, 22, 23, 24). They must include in the major at least one course in Russian literature before 1850 and may count one course in Russian history or politics toward the major.

Russian Studies is an interdisciplinary concentration within the Russian major. Studies majors must elect at least one of the literature or culture survey courses (20, 21, 22, 23, 24). Other courses will be chosen in consultation with the advisor from courses in Russian history, politics, culture and society. At least one course counted for the major must deal with Russian history, culture or literature before 1850. Honors work in Russian Studies will ordinarily be in the area of cultural studies or intellectual history. Students who anticipate writing an Honors essay in Russian social or political history or politics may request permission to work under the direction of Professor Peter Czap (History) or William Taubman (Political Science). Such students should consult with Professors Czap or Taubman early in their academic careers to insure that their College program provides a sufficiently strong background in the social sciences.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77-78 during the Senior year and prepare a thesis on a topic approved by the Department.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available in the department office and from departmental faculty.

1. First-Year Russian I. Introduction to the contemporary Russian language. In addition to presenting the fundamentals of Russian phonology, morphology, grammar and syntax, the course aims to help the student make balanced progress towards achieving competence in oral comprehension, speaking, reading, translating and writing. Four meetings per week, plus an additional conversation hour.

First semester. Professors Ciepiela and Hswe and Lecturer Babyonyshev.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professors Hswe and J. Taubman and Lecturer Babyonyshev.

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†On leave first semester 1993-94.
‡On leave second semester 1993-94.

3. Second-Year Russian I. This course stresses vocabulary building, continued development of speaking skills, and aural comprehension. Readings from non-adapted materials in fiction, non-fiction and poetry. Brief compositions in Russian. Five meetings per week conducted mostly in Russian.

Requisite: Russian 2 or equivalent. First semester. Professor J. Taubman and Lecturer Babyonyshev.

4. Second-Year Russian II. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Sandler and Lecturer Babyonyshev.

11. Third-Year Russian: Studies in Russian Language and Culture I. A survey of twentieth-century Russian prose and poetry, this course—conducted entirely in Russian—emphasizes the development of speaking skills and aural comprehension through the reading and discussion of literary texts. We will encounter works in the original by such writers as Chekhov, Blok, Akhmatova, Mandel'shtam, Tsvetaeva, Zoshchenko, Kharms, Brodsky, and Petrushevskaya. Where applicable and when available, films and recordings will supplement our exploration of the above writers. Assignments will include the frequent writing of compositions, as well as exercises in translation and vocabulary building.

Requisite: Russian 4 or equivalent. First semester. Professor Hswe and Lecturer V. Schweitzer.

12. Third-Year Russian: Studies in Language and Culture II. A survey of nineteenth-century works of fiction, poetry and criticism. All texts will be read in the original Russian. Readings will include works by outstanding writers from Pushkin to Chekhov. Conducted entirely in Russian, with frequent writing assignments.

Requisite: Russian 11 or equivalent. Second semester. Professor Rabinowitz and Lecturer V. Schweitzer.

H14. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer V. Schweitzer.

H15. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer V. Schweitzer.

COURSES OFFERED IN ENGLISH

17. Strange Russian Writers. We will read tales of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, will include Tolstoy, Leskov, Platonov, Sinyavsky, Tolstaya, Petrushevskaya, Gogol, and Dostoevsky. Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention. All readings in English translation. Frequent short writing assignments.

Limited to 25 students. First semester. Professor Sandler.

20. The Culture of Old and New Russia. As contemporary Russia struggles to redefine itself as a nation and a state it inexorably turns toward historical and cultural models from past times. However, this past does not yield clear paradigms. Rather, it presents a succession of struggles or tensions which remained largely unresolved during Russia's long history: orthodoxy vs. dissent, utopianism vs. pragmatism, spirtuality vs. secularism, communalism vs. individualism, the tilt of the cultural axis toward east or west, and numerous others.

This course will consider how these issues found expression in social structures, literature, folk traditions and the arts, from earliest times through the nineteenth century and how they may be relevant to cultural and social debates taking place in Russia today. Reading and discussion entirely in English.

Second semester. Omitted 1993-94. Professor Czap.

21. Survey of Russian Literature I. After a brief consideration of pre-modern Russian writing and its continuing legacy, this course will focus on the evolution of nineteenth-century narrative forms, from Pushkin to the earliest works of Tolstoy and Dostoevsky. Special emphasis will be given to the experimental narrative forms created by Russian writers in response to their culture's struggle with European influences. Authors read extensively include Pushkin, Lermontov, Gogol, and Turgenev, with some attention given to lesser-known or marginalized figures. The literary texts studied will be placed in their wider cultural and social contexts, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.

First semester. Professor Peterson.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.

Second semester. Professor Rabinowitz.

23. Modern Russian Literature. An overview of Russian writing since 1910 against the background of the historical events which were, inevitably, its greatest subject. Attention will be paid to closely-related developments in Russian and Soviet film and the visual arts. Readings from Blok, Mayakovsky, Zamyatin, Babel, Bulgakov, Akhmatova, Tsvetaeva, O. and N. Mandelstam, Platonov, Sinyavsky (Tertz), Pasternak, Solzhenitsyn, Brodsky, Petrushevskaya, Tolstaya. Readings in translation, with special assignments for those who read Russian.

First semester. Professor J. Taubman.

24. Soviet Russian Culture. A survey of Russian culture, both official and dissident, in the Soviet period, from the utopian experiments of the 1920s through Gorbachev's *glasnost'* and beyond. The achievements of Soviet filmmakers (Eisenstein, Vertov, Tarkovsky, Abuladze) and of the artistic avant-gardes of the 1920s and 1980s. The development of popular music from the revolutionary march to the guitar poetry of the 1960s. Readings in prose fiction (Zamyatin, Bulgakov), poetry (Blok, Akhmatova), memoir (Ginzburg, N. Mandelstam, Brodsky), cultural criticism (Sinyavsky, Lotman). Conducted in English, with special assignments for those who read Russian.

Second semester. Omitted 1993-94. Professor J. Taubman.

25s. Seminar on One Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Second semester. Professor Peterson.

26. Women and Writing in Russia. A seminar devoted to writings by and about women living in Russia during the last two centuries. Though we will include a critical consideration of such canonical writers as Pushkin, Tolstoy, and Chekhov, we will read mostly poetry, prose, autobiography and critical essays by Russia's women writers, including Rostopchina, Pavlova, Figner, Kollontai, Akhmatova, Tsvetaeva, Chukovskaya, Petrushevskaya, Katerli, and Tolstaya. We will explore their ideas about politics, work, family, friendship, sexuality, selfhood, and writing itself. Readings will be informed by recent feminist literary, psychoanalytic, and social theories. All readings and discussion in English.

Second semester. Professor Sandler.

27. Dostoevsky. We begin with several of Dostoevsky's early works whose themes and literary techniques persist and develop in the great novels which are the focus of the course: *Crime and Punishment, The Idiot* and *The Brothers Karamazov*. We will consider the novels from a variety of perspectives, literary and cultural, Russian and European. Critical readings include Bakhtin, Girard and psychoanalytic perspectives on Dostoevsky's work. All readings and discussion in English.

First semester. Omitted 1993-94. Professor Ciepiela.

28. Tolstoy. To follow Tolstoy's evolution as a writer is, on one level, to explore his reception, rejection, and ultimate revision of the accepted narrative conventions of his time, such as they existed in a tradition as defiantly untraditional as Russian literature. On another level, it is to embark on a search for the continuing relevance of his works in the context of contemporary literature and literary theory. Why, for example, might *War and Peace* be as thematically and formally radical today as it was in the 1860s? In our careful consideration of the major novels, short stories, and essays we will also address (but not necessarily limit ourselves to) questions of self and identity; the relationship between historical narrative and the novel; gender and the role of women; death and epiphany; and, finally, the meaning and purpose of art, a problem that absorbed Tolstoy in his later years. Readings in translation include "The Cossacks," *War and Peace, Anna Karenina, A Confession*, "The Death of Ivan Illych," "Father Sergius," "The Kreutzer Sonata," *What Is Art?*, and *Hadji Murad*. Frequent short writing assignments.

Second semester. Professor Hswe.

38f. Literature and Theory in Russia. Many influential concepts of contemporary literary studies were strikingly formulated by Russian critics during the early decades of this century. In this course we will examine this contribution both in its native cultural context (is there a peculiarly Russian fascination with "the word"?) and in relation to trends in Western scholarship. Among the theorists of language, literature and culture to be read are Propp, Jakobson, Shklovsky, Tynjanov, Eichenbaum and Bakhtin, as well as Western critics who refine or resist their approaches, including Benjamin, Barthes, Kristeva and DeMan. Theoretical readings will be informed by the study of poetic and prose works from nineteenth- and twentieth-century Russian literature. Topics to be considered include the relation between literature and politics, and the presence or absence of psychoanalytic and feminist perspectives. No background in Russian necessary.

First semester. Professor Ciepiela.

ADVANCED SEMINARS IN RUSSIAN

43. Advanced Studies in Russian Literature and Culture I. The topic changes every year.

First semester. Omitted 1993-94.

44. Advanced Studies in Russian Literature and Culture II. To be offered at Mount Holyoke College as Russian 304. The topic for 1993-94: "Mikhail Bulgakov." After an introduction to Bulgakov through his early sketches and short stories, we will read his masterpiece, *Master i Margarita,* with special attention to the language and structure of the novel.

Second semester. Lecturer V. Schweitzer.

47. Modern Russian Poetry. A survey of major trends in twentieth-century Russian poetry. We will read poems by Blok, Kuzmin, Mandelshtam, Akhmatova, Pasternak, Mayakovsky, Khlebnikov and Tsvetaeva, and by contemporary poets such as Brodsky, Kushner and Sedakova. Our study will be supplemented by selections of critical, journalistic and epistolary prose by and about these poets. Conducted entirely in Russian, with regular assignments of oral presentations, written compositions, and memorization. Two class meetings per week.

First semester. Omitted 1993-94. Professor Ciepiela.

77, 78. Senior Honors. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

Spanish

See Romance Languages.

THEATER AND DANCE

Professor Birtwistle (Chair), Associate Professor Dougan, Assistant Professor Woodson, Resident Artist Lobdell, Visiting Assistant Professor Congdon.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design and acting. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater by the end of the Sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: H91, H95 or H96 and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer of, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis of the student's education in theater and dance.

Project proposals are developed in the Junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the major series—Production Studio, Junior

Seminar and Senior Project—represents satisfaction of the departmental comprehensive requirement.

Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. This course is an exploration of movement as a language that communicates thought, emotions, cultural and social traditions. Students will explore their personal vocabularies of movement (use of weight, posture, gesture, rhythm, space, relationships of body parts) and discuss what these vocabularies might indicate about their systems of belief and aesthetic preferences. This inquiry will extend to observations of individuals and groups in everyday situations and in formal performance contexts. These observations will be used as creative inspiration for improvisational explorations and compositions that extend the understanding of movement as a language.

The course will include four hours per week of studio class work in addition to regular viewings of films, videos, dance concerts and other movement events. Selected readings in dance history, philosophy and anthropology. Two two-hour class meetings and a two-hour production workshop per week.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. An introduction to designing and directing conducted in a combined discussion/workshop format. Early class discussions focus on a theoretical exploration of the nature of theater as an art form, examining selected theories of performance from Aristotle through Robert Wilson. Students question these theoretical assumptions and develop a language for analyzing the visual aspects of theater. Later classwork explores the process of translating the written text into visual form. Two three-hour classes; production workshop included in this time.

Limited to 12 students. Second semester. Professor Dougan.

13. Action and Character. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop rehearsal of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between freshmen and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First semester. Professor Birtwistle.

13s. Action and Character. Same description as Theater and Dance 13.

Second semester. Resident Artist Lobdell.

COURSES IN THE ARTS OF THEATER AND DANCE

16. Performance and Writing. Approaches to writing about live performance and about mundane events considered as performance. Consideration of such issues as the critic's audience, development of critical criteria, value-free reporting and use of genre categories. Readings in reporting and criticism of the several arts. Short weekly essays from several different perspectives on a wide variety of artistic and everyday events, as well as longer final essay on an appropriate performance. Two class meetings and attendance at one performance per week.

Limited to 15 students. Second semester. Professor Birtwistle.

17. Playwriting. A workshop in writing for the stage. The semester will begin with exercises in monologue, dialogue, and the scene unit, then move gradually into the making of a short play. Writing will be done in and out of class; students' work will be discussed in the workshop and/or in private conferences. We will also study selected plays by established writers, past and present, learning how they begin plays and end them; what they leave out and what they emphasize; how they order scenes; how they conceive of character and plot (if at all); what they make of gesture, silence, speech.

Not open to Freshmen. Limited to 15 students. First semester. Professor Congdon.

H19. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at a beginning/intermediate level. In the fall of 1993, the focus will be on modern dance.

Limited to 20 students. First semester. Professor to be named.

H19s. Contemporary Dance Techniques. Same description as H19. In the spring of 1994 the focus will be on Caribbean dance forms.

Second semester. Five College Professor Daniel.

24. Playwriting Studio. An advanced course in writing for the stage, in which scripts generated in the Playwriting course are subjected to the theatrical process. Working with actors, directors and designers is a process of testing, thinking, re-thinking and revision. The product is a fully-rehearsed workshop production of new student works.

Requisites: Theater and Dance 17 and consent of the instructor. Second semester. Professor Birtwistle.

32f. From Text to Performance. A theoretical and practical consideration of the process by which the writer's work is transmitted to the audience through the medium of theatrical production. The work of the course normally centers on close examination and preparation for public performance of a single text or closely related series of texts.

First semester. Omitted 1993-94. Professor Birtwistle.

37. Acting I: The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Resident Artist Lobdell.

38. Acting II: Rehearsal. Intensive scene study with focus upon rehearsal. The application of the exercises and techniques of "The Actor's Instrument" to dramatic material. Scenes will be chosen from a range of styles including found material, Shakespeare, Molière, Chekhov, Williams and Beckett. The class will focus on the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solution in behavior. Two three-hour class meetings and a two-hour production workshop per week.

Requisite: Theater and Dance 37 or equivalent. Limited to 16 students. Second semester. Resident Artist Lobdell.

41s. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in stagecraft. Second semester. Professor Dougan.

42f. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. First semester. The Department.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in costume construction. First semester. Professor Dougan.

44f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43. First semester. Professor Dougan.

44. Design Studio. Same description as Theater and Dance 44f.
Second semester. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Studio presentation of four scenes.

Requisite: Theater and Dance 12 and 13. Limited to ten students. First semester. Professor Birtwistle.

46. Directing Studio. An advanced course in Directing. Each Directing student will select, cast, rehearse and lead the development of the production concept for two or more short plays to be presented as part of the Department's production season. In some cases the directors may work with Design Studio students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. Second semester. Professor Birtwistle.

49. Performance Design. An intermediate course in the principles and techniques of the designer's approach to creating environmental and corporeal imagery for live performance. Working from a variety of scripted and improvised sources and with text, movement, sound and objects—students will discover strategies for the collaborative design of performance pieces. The course is appropriate for students with background in performance, theater design or the fine arts. Two two-hour classes per week.

Admission with consent of the instructor. Limited to 10 students. First semester. Professor Dougan.

52. Scripts and Scores. This course will provide structures and approaches for creating dance/theater/performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance/theater/performance pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week plus two-hour rehearsal lab.

Limited to 12 students. Second semester. Professor Woodson.

53. Performance Studio. An advanced course in the techniques of creating original performance works. Students will create performance pieces that develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and/or events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater and Dance 52 and consent of the instructor. First semester. Professor Woodson.

77, 78. Senior Honors. For Honors candidates in Theater and Dance.

Open to Seniors. First and second semesters. The Department.

COURSES IN THE HISTORY, LITERATURE, AND THEORY OF THEATER AND DANCE

79s. Issues in Contemporary Dance: Technique and Theory. A study of modern dance technique which integrates the theoretical, historical and practical. By combining readings, discussions, the regular viewing of tapes and live performances, and studio practice, students will examine issues in contemporary dance and question why and how different styles developed, what attitudes and values these styles embody and promote, and the relationship of contemporary dance to other art forms. Studio practice includes techniques to increase coordination, flexibility, strength, musical phrasing, clarity of focus and expressiveness in performance. These techniques will be given in the intermediate range with different levels of complexity tailored for individual students.

Limited to 20 students. Second semester. Professor Woodson.

81. Theories of Performance. A study of the changing concepts of an actor's approach to performing the role. Though beginning with consideration of writings on acting since the eighteenth century, the course will emphasize the systematic theories and practices of the twentieth century. Special attention will be given to the relationship between conceptual descriptions of the actor's process and practical applications seen in the dramatic literature of the time.

Stanislavski's inquiries into the actor's process were focused by Anton Chekhov's *The Seagull* which demanded a psychological approach to a realistic flow of time, revealing hidden passion in ordinary events. Bertolt Brecht's Epic Theater required an actor who could stand beside the character, at once portraying it and commenting on it. Jerzy Grotowski's search for "what is distinctly theater" led him to strip away impediments to action, creating a "via negativa" which allowed the actor to stand luminously naked in front of the audience. Finally, contemporary performance absorbs such forms as vaudeville and Kabuki, demanding the actor's flexibility and adaptability.

Theoretical writings by and about Diderot, Coquelin, Duse, Copeau, Stanislavsky, Meyerhold, Brecht, Strasberg, Grotowski, Artaud, Carnovsky, Brook, Chaikin, Suzuki and others. Plays of Shakespeare, Gogol, Chekhov, Shaw, Yeats, Brecht, Odets, Williams, Marowitz, and Shepard will be used to illustrate the theoretical problems.

First semester. Omitted 1993-94. Resident Artist Lobdell.

84. Modern Drama: Ibsen to Pinter. This course ranges from the beginning of the nineteenth century to the late 1970s, from Europe and the United States to the Caribbean, Africa and the Far East. Other than a loose chronology, we will be observing few rules in our travels. Plays are rarely created according to "ism"s (although if they survive they end up being squeezed into one); therefore we will be approaching each play as innocently as possible, noting how its author demonstrates certain approaches to theater prevalent in the day, but also how he or she defies them and anticipates future aesthetics. We will follow the evolution of dramatic structure in such writers as Büchner, Ibsen, Strindberg, Chekhov, Wedekind, Treadwell, Stein, Jarry, Brecht, Lorca, O'Neill, Genet, Baraka, Cesaire, Soyinka, and Handke.

Second semester. Professor Congdon.

85. Shakespeare's Stage Geography. (Also English 56f.) Adopting two points of view—the performer's and the reader's—we will examine how Shakespeare constructs imaginative systems in space. Keeping in mind the bare quality of the Elizabethan stage, we will ask how the performer/reader experiences places (such as thresholds, balconies, cliffs, and coastlines) in Shakespearean drama. How do these places conjure a more general stage geography? Crucially, how can we, as performer/reader "position" Shakespeare's language against a background of fluid (even unstable) spatial zones? Working with five plays—*Richard III, Hamlet, Twelfth Night, King Lear,* and *Cymbeline*—we will aim for ambidexterity in thinking both critically and creatively about Shakespeare. Students will be asked to rehearse scenes outside of class as well as complete writing assignments. Previous acting experience is not necessary for admission to the class. Two class meetings per week: 1-2 hour seminar; 1-3 hour studio.

Admission with consent of the instructor. Not open to Freshmen. Limited to 16 students. First semester. Resident Artist Lobdell and Professor Katz.

86f. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses. One topic will be offered in the first semester.

CONTEMPORARY AMERICAN DRAMA. A seminar on American drama and theater of the last 20 years. Readings (and, when possible, viewings) will be drawn from the already-classic (Shepard, Mamet, Guare), the unjustly neglected (Kennedy, Fornes, Shawn), the category-defying (Foreman, LeCompte, Breuer) and the newly discovered (Kushner, Greenspan, Parks). Numerous commentators have said that we are in the midst of an American Theatrical renaissance; this course gives us a chance to see for ourselves.

Professor Congdon.

H91. Junior Seminar. An investigation of the collaborative nature of theater production in a wide variety of non-collegiate contexts, using the case study method. Special attention is paid to the development of problem solving skills and appropriate professional relationships.

First semester. Professor Birtwistle.

H95. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of the department. Not open to Freshmen. First semester. The Department.

H96. Production Studio. Same description as H95.

Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Choreography, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. For exact course times, locations, professors and course numbers, consult the Five College Dance Department schedule of dance classes available at the Office of the Registrar or at the Department of Theater and Dance office. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

The Five College Dance Department Faculty. Professors Waltner and Watkins; Associate Professors Coleman, Daniel, Freedman, Lowell, Nordstrom, and Schwartz (Chair); Assistant Professors Bevington, Blume, and Woodson; Artist-in-Residence Poulsen; Visiting Artists-in-Residence Brown and Verso.

STUDIO TECHNIQUE

Participation in technique classes beyond Level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit.

Modern Dance. Introductory through advanced study of modern dance techniques: body alignment, coordination, strength and flexibility, and basic modern vocabularies. More advanced levels include extending movement, expressivity, performance style, personal technique clarity, and musical phrasing.

Modern Dance I. First semester. To be offered at Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts.

Modern Dance I. Second semester. To be offered at Hampshire College.

Modern Dance II. First semester. To be offered at Hampshire College and Smith College.

Modern Dance II. Second semester. To be offered at Mount Holyoke College.

Modern Dance III. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Modern Dance III. Second semester. To be offered at Hampshire College.

Contemporary Dance Techniques: Intermediate Modern. See Theater and Dance H19. First semester. Amherst College.

Modern Dance IV. First semester. To be offered at Hampshire College.

Modern Dance IV. Second semester. To be offered at Mount Holyoke College and the University of Massachusetts.

Modern Dance V. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Modern Dance V. Second semester. To be offered at Hampshire College.

Modern Dance VI. Second semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Comparative Caribbean Dance. First semester. To be offered at Smith College.

Contemporary Dance Techniques: Caribbean Dance. See Theater and Dance H19s. Second semester. Amherst College.

Contact Improvisation. Second semester. To be offered at Smith College.

Ballet. Introductory through advanced study of balletic forms. Emphasis is placed on extending combinations in center floor, musicality, performance style, balance and endurance. Pointe work to be included at instructor's discretion.

Ballet I. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Ballet I. Second semester. To be offered at Mount Holyoke College and Smith College.

Ballet II. First semester. To be offered at Smith College.

Ballet II. Second semester. To be offered at Mount Holyoke College.

Ballet III. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Ballet III. Second semester. To be offered at the University of Massachusetts.

Ballet IV. Second semester. To be offered at Mount Holyoke College and the University of Massachusetts.

Ballet V. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Ballet VI. Second semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Floor Barre. Second semester. To be offered at Smith College.

Jazz Dance. Introductory through advanced jazz dance technique, including study of polyrhythms, body isolations, movement analysis, syncopation. Emphasis is placed on extending musicality, complexity of movement combinations and phrasing, and the evolution of performance style.

Jazz Dance I. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Jazz Dance I. Second semester. To be offered at Smith College.

Jazz Dance II. First semester. To be offered at Smith College.

Jazz Dance II. Second semester. To be offered at Mount Holyoke College.

Jazz Dance III. First semester. To be offered at Mount Holyoke College, Smith College, and the University of Massachusetts.

Jazz Dance IV. Second semester. To be offered at Mount Holyoke College and the University of Massachusetts.

Jazz Dance V. First semester. To be offered at the University of Massachusetts.

THEORY

Theory courses are taken for full credit and generally include 3 class hours and 2-3 lab hours.

Scientific Foundations of Dance. An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed in relationship to various theories of technical study, i.e., Graham, Cunningham, Cecchetti, Vaganova, etc.

First semester. To be offered at the University of Massachusetts.

Elementary Composition: Language of Movement. See Theater and Dance 11.

First semester. Amherst College.

Elementary Composition: Improvisation. Techniques of movement exploration to expand the range of movement responses to a variety of problems and scores.

First semester. To be offered at the University of Massachusetts.

Elementary Composition: Improvisation.

Second semester. To be offered at Mount Holyoke College and Smith College.

Intermediate Dance Composition. Study of the principles and elements of choreography. Exploration of basic skills for choreography. Studies assigned in the use of time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music.

First semester. To be offered at Smith College.

Intermediate Dance Composition.

Second semester. To be offered at Hampshire College and the University of Massachusetts.

Intermediate Composition: Scripts and Scores. See Theater and Dance 52.

Second semester. Amherst College.

Advanced Composition: Performance Studio. See Theater and Dance 53. Can be taken more than once for credit.

First semester. Amherst College.

Dance in the Twentieth Century. The major elements of twentieth-century theatrical dance will be explored with a strong emphasis on enhancing the understanding of it by a viewing audience. Discussion will include historical background, dance training, choreography, performance, costuming, lighting and music. Class work consists of lecture, film video, guest performer lecture-demonstration, midterm, final and student projects. Readings will be from a variety of sources on twentieth-century dance and related subjects.

First semester. To be offered at Mount Holyoke College and Smith College.

Issues in Contemporary Dance: Technique and Theory. See Theater and Dance 79s.

Second semester. Amherst College.

Dance and Culture. This course explores the role of dance in non-Western cultures, discussing such topics as ritual, initiation, life cycles, masks and costumes, creation myths, and the relation of dance to other art forms. Course work consists of lectures, readings, films video, mid-term and final perform-

ance projects and essays. Students will learn some simple music and dances from non-Western cultures. No previous performance training is necessary.
First semester. To be offered at Hampshire College.

Anthropology of Dance.
Second semester. To be offered at Smith College.

Laban Movement Analysis I. This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes.
Limited to 15 students. Second semester. To be offered at Hampshire College.

Laban Analysis II.
First semester. To be offered at Hampshire College.

Dance in Repertory: Incarnation.
First semester. To be offered at Hampshire College.

Dance in Repertory.
First semester. To be offered at Mount Holyoke College.

WOMEN'S AND GENDER STUDIES

Professor Olver; Associate Professors Basu, Hunt*, Parker (Chair), and Sandler; Assistant Professors Barale* and Bumiller; Visiting Assistant Professor Renda; Dean Snively.

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 23 or 24, and 75. The remaining four electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses which address issues of women and/or gender as a part of their concern may be counted towards the major only if approved by the Women's and Gender Studies Department. A seminar presentation in Women's and Gender Studies 75 will serve as the occasion for the student's comprehensive examination.

Honors Program. The work of the Senior Seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 77, 78 or D78, in addition to the courses required for the major.

6. Women and Art in Early Modern Europe. (Also Fine Arts 6.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery, and how these images, in turn, influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty. Two class meetings per week.

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*On leave 1993-94.

Second semester. Professor Courtwright.

11s. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women and social change; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.

Second semester. Professors Bumiller and Renda.

14. Ingrate Books: Chartering and Un-chartering Patriarchy. The European canon tells and retells the heroic tale of how males took charge of heaven and earth. We shall consider the formation of that ancient tradition from the perspective of modern works that revise, debunk, or reverse the parable. Classic texts will be paired with modern retellings or equivalents: Homer's *Odyssey* with Christine Bell, *The Perez Family; The Homeric Hymn to Demeter* with Jenny Joseph, *Persephone;* Aeschylus' *Oresteia* with Emily Brontë, *Wuthering Heights,* and Christa Wolf, *Cassandra;* Plato's *Symposium* with Henry James, *The Bostonians;* Virgil's *Aeneid* with Willa Cather, *A Lost Lady* and *The Professor's House.*

We shall examine how the subordination of female to male supports other ranked categories: mind/body, rational/irrational, public/private, heaven/earth, order/disorder. How do these hierarchies justify violence (rape, intra-familial murder, human sacrifice, silencing) in founding and maintaining the cultural order? How does the emergence of (homo) sexualities, ancient and modern, undermine the authority of this orderly, androcentric "nature"? What can be the cultural use of the great heroines and goddesses (Penelope, Demeter, Clytemnestra, Athena, Dido) as male constructs implicated in the silencing of ancient women? Does the project of filling that silence offer a basis for a modern non-exclusionary canon?

Second semester. Professor Griffiths.

15. Psychoanalysis and Women. (Also Bruss Seminar 13.) See Bruss Seminar 13 for description.

Limited to 25 students. First semester. Omitted 1993-94. Professors Aries and Raskin.

16. Women in Science. (Also Bruss Seminar 12.) See Bruss Seminar 12 for description.

Limited to 25 students. Second semester. Omitted 1993-94. Professors Raskin and O'Hara.

19. Buddhist Women and Representations of the Female. (Also Religion 30f.) See Religion 30f for description.

Limited enrollment. First semester. Omitted 1993-94. Professor Gyatso.

20f. Topics in the History of Sex, Gender, and the Family. (Also History 93.) See History 93 for description.

Limited to 15 students. First semester. Omitted 1993-94. Professor Hunt.

21. Women in Judaism. (Also Religion 39.) See Religion 39 for description.

First semester. Professor Niditch.

23. Topics in Feminist Theories I: Practices of Race and Gender Resistance. Emphasizing differences related to race and privilege, this course will offer an introduction to the cultural, literary, and political theories of feminism. This course will explore how the recognition of the heterogeneity of women's experiences has challenged and transformed Western feminist theory. We will question how assertions and denials of difference within feminist theories have created struggles over the definition of "woman" and strategies to confront gender oppression.

First semester. Professor Bumiller.

24f. Topics in Feminist Theories II: Identifying Bodies. Emphasizing the construction of sexualities, this course will offer an introduction to the cultural, literary, and political theories of feminism. Particular focus will be given to the ways in which heterosexuality and homosexuality are recognizably inscribed upon bodies—both human and otherwise—and the ways in which the cultural significance of such sexual identities are variously constructed to meet ideological needs.

Not open to Freshmen. Limited to 20 students. First semester. Omitted 1993-94. Professor Barale.

25. Reading Gender, Reading Race. (Also English 52f.) See English 52f for description.

First semester. Omitted 1993-94. Professor Barale.

30. In Their Own Words: Autobiographies of Women. How does the writing of autobiography help a woman affirm, construct, or reconstruct an authentic self? How does she resolve the conflict between telling the truth and distorting it in making her life into art? Is the making of art, indeed, her chief preoccupation; or is her goal to record her life in the context of her times, her religion, or her relationship to others? Reading autobiographies of women writers helps us raise, if not resolve, these questions. We shall also consider how women write about experiences particular to women as shown in their struggles to survive adversity; their sense of themselves as authorities or challengers of authority, as well as their sense of what simply gives them pain or joy. Readings from recent work in the psychology of woman will provide models for describing women's development, as writings of women in turn will show how these models emerge from real lives. The syllabus will include traditional autobiography, historical memoir, poetry, journals and personal narratives, psychological studies, criticism and theory: Maxine Hong Kingston's *The Woman Warrior*, Maya Angelou's *I Know Why the Caged Bird Sings*, poetry and prose by Elizabeth Bishop, Shirley Abbot's *Womenfolks*, Charlotte Brontë's *Jane Eyre*, Jamaica Kincaid's *Annie John*, Carol Gilligan's *In a Different Voice*, Mary Field-Belenky, *et al.*, *Women's Ways of Knowing*, and recent work by Janet Surrey, as well as selections from works by Paule Marshall, Virginia Woolf, Toni

Morrison, Alice Walker, Lorene Cary, and, of course, Anonymous. Writing requirements will include several short papers and an autobiographical essay.

Second semester. Professor Olver and Dean Snively.

31s. Sexuality and Culture. An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientations, and theoretical approaches. The topic changes from year to year.

Preference given to Juniors and Seniors. Second semester. Omitted 1993-94. Professors Barale and Frank.

34f. Romance and the Body. What are the stories that romance tells about our bodies and our desires? This course will take romance as the adventurous tale of love's passion, a tale with both liberatory and repressive potential. As we read fiction, view dance videos, and watch films, we will be asking how intimate attachments are portrayed, whether they mean the same things to men and women, and how intertwining and interdependent bodies express connection, separateness, and humor. How does a search for self-definition and self-fulfillment get linked to the hope of finding identity and pleasure in connection to another person? Given the interrelated workings of gender, class, and race, how do ideas of privilege and prohibition permeate romances? For whom is romance dangerous, and how do its threats structure the habits and fantasies of intimacy? How is heterosexuality resisted and transformed? We will read some theorists of romance, film, dance, fiction, and the psyche, but the central work of the course will be novels and stories by Austen, James, Proust, Nabokov, Morrison, Gordimer, and Winterson; films including *Casablanca, My Beautiful Launderette, The Lady Eve, West Side Story,* and *The Virgin Machine;* and dance choreographed by Lev Ivanov, Alvin Ailey, Arni Zane/Bill T. Jones, George Balanchine, Twyla Tharp, and others.

First semester. Professor Sandler.

40. Sex Role Socialization. (Also Psychology 40.) See Psychology 40 for description.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Professor Olver.

46. Subversive Practices. (Also Political Science 46.) See Political Science 46 for description.

Second semester. Omitted 1993-94. Professor Bumiller.

47. Asian Women: Myths of Deference, Arts of Resistance. (Also Political Science 47.) See Political Science 47 for description.

First semester. Professor Basu.

49. Women and Gender in America: The Twentieth Century. (Also History 94f.) See History 94f for description.

First semester. Professor Renda.

55s. Feminist Theory and History. (Also History 95s.) An exploration of the intersections of feminist theory with the history of women, gender, and culture. How does the historian's task differ from that of the theorist? How does attention to the historical specificity of women's lives inform our theoretical understanding of gender? How have feminist theories influenced historical inquiry into the cultural construction of gender, race, ethnicity, and class? Topics may include: the history of feminism; the politics of place and space; the history and theory of sexuality; and the intersections of race and gender.

We will reflect on the concepts of experience, identity, agency, and contingency, as well as on questions of method and form in historical research and presentation. One class meeting per week.

Open to Juniors and Seniors. Limited to 20 students. Second semester. Professor Renda.

75. Senior Seminar. This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies. The work of this seminar may be used as a basis for an honors thesis; students accepted as honors candidates will also elect Women's and Gender Studies 77 or D78.

First semester. Professor Parker.

77, 78, D78. Senior Honors. Open to Senior majors in Women's and Gender Studies who have received departmental approval.

First and second semesters.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

RELATED COURSES

Gender: An Anthropological Perspective. See Anthropology 35.

Limited to 25 students. First semester. Professor Gewertz.

Images of Black Women in Black Literature. See Black Studies 24.

Second semester. Omitted 1993-94. Professor Rushing.

Issues of Gender in African Literature. See Black Studies 44f (also English 57).

Not open to Freshmen. Limited to 25 students. First semester. Omitted 1993-94. Professor Cobham-Sander.

Hormones and Behavior. See Bruss Seminar 11.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Raskin.

Representing Sexualities in Word and Image. See English 4.

Sections limited to 20 students. Second semester. Professor Parker.

Studies in the Literature of Sexuality. See English 59.

Not open to Freshmen. First semester. Professor Cameron.

American Men's Lives. See English 69s.

Second semester. Professor Townsend.

Creating a Self: Black Women's Testimonies, Memoirs, and Autobiographies. See English 75, topic 4.

First semester. Professor Rushing.

Politics in Post-Colonial Nations. See Political Science 24f.

First semester. Omitted 1993-94. Professor Basu.

Authority and Sexuality. See Political Science 32.

Second semester. Professor Sarat.

Social Movements, Parliamentary Democracy and the State. See Political Science 68.
Second semester. Professor Basu.

Developmental Psychology. See Psychology 27.
Requisite: Psychology 11 or 12. First semester. Professor Olver.

Psychology of Aging. See Psychology 36.
Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 1993-94.

Women and Writing in Russia. See Russian 26.
Second semester. Professor Sandler.

American Social Structure. See Sociology 20.
Second semester. Professor Himmelstein.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

NORMAN COWIE, Visiting Assistant Professor of Film/Video (at the University of Massachusetts under the Five College Program).

English 89. Studies in the Moving Image I. See English 89 for description.
Admission with consent of the instructor. Limited to 15 students. First semester. Amherst College.

CCS/HA 217. Film, Video and the Public Sphere. A critical studies course examining the ways in which social experience in late-capitalism is culturally organized through the dominant media, particularly film and broadcast television. We will contrast different historical and theoretical conceptions of the media, ideology, and the public sphere, and consider the work of independent filmmakers, artists and activists that seek to challenge and intervene in the representational systems of contemporary society.

Requisite: One film or video production course, or one film or video critical studies course, and consent of the instructor. Limited to 25 students. First semester. Hampshire College.

Communication 397Z. Studies in the Moving Image II. Topic for 1993-94: Community Television. This course will seek to integrate the theory and practice of low budget community and public access television production. The participants in the course will study the history and theory of community television, and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution and reception. We will also look at the thetorical strategies of their programming, and consider the influence of video art and community video on mass cultural forms, and vice versa.

This course will be based at the University and will accept up to nine students from each of the five colleges. Participants in the course will work together to research, develop, and produce work for programming on public access TV in Amherst and Northampton, and for the campus networks at UMass, Amherst and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision, using the equipment and facilities of their home campus. All participants will meet formally once a week at the University, with sections meeting regularly at each of the five colleges.

Second semester. Lecture: University; Sections: Home campus.

Film Studies 291b. Experimental Narrative. A second level theory and production course which will seek to articulate stories of differences (sexual, ethnic, political, historical) that are displaced or contained by conventional narrative forms, through the production of "counter-narrative" projects in video and/or film. The course will be structured by a series of readings, screenings, discussions, and workshops (in video), examining the operations and functions of conventional cinematic and televisual narratives, as well as alternatives produced by artists (including the "counter-narrative" of the avant-garde) and activists, in photography, film, video, and television. Students will be expected to work on individual and collaborative media projects that address the issues raised by the course. Previous production experience and instructor's consent are required.

Second semester. Omitted 1993-94. Smith College.

AHMAD SALIM DALLAL, Assistant Professor of Religion and Biblical Literature (at Smith College under the Five College Program).

Arabic 100d. Elementary Arabic. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Ahlan Wa Sahlan* Parts 1 and 2. A computer program will be used to teach the Arabic script, and a proficiency-based series of computer programs and games to teach vocabulary and functional expressions will be used later in the course. Some handouts of practical use will be distributed. Three class meetings per week, plus individual work in the language lab.

First and second semesters. Omitted 1993-94. Smith College.

Arabic 226. Elementary Arabic II. Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension, and writing skills.

Requisite: Arabic 126 or the equivalent or consent of the instructor. First semester. University of Massachusetts.

Arabic 246. Elementary Arabic II. Continuation of Arabic 226.

Second semester. University of Massachusetts.

History 493. Topics in Modern Islamic Thought. Same description as Asian Studies 271/History 211.

First semester. University of Massachusetts.

Religion ARA 283a. Intermediate Arabic I. Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension, and writing skills.

Requisite: Arabic 100d or the equivalent, or consent of the instructor. First semester. Omitted 1993-94. Smith College.

Religion ARA 284b. Intermediate Arabic II. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills.

Requisite: Arabic 283a or the equivalent, or consent of the instructor. Second semester. Omitted 1993-94. Smith College.

Asian Studies 271/History 211. Modern Islamic Thought. Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussion of modernity and liberalism. Reading of primary sources in translation.

Second semester. Mount Holyoke College.

YVONNE DANIEL, Associate Professor of Dance (at Smith College under the Five College Program).

Dance 143a. Comparative Caribbean Dance I. Course is designed to give flexibility, strength and endurance training with Caribbean dance styles. Focus on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques; includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized.

First semester. Smith College.

Theater and Dance H19s. Contemporary Dance Techniques: Comparative Caribbean Dance I. Same description as Dance 143a.

Second semester. Amherst College.

Dance 145b. Cuban Dance Traditions. This course focuses on African/Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional rumba forms, and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility, and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming, and dancing. Times and location to be announced.

Admission with consent of the instructor. Second semester. Smith College.

HA 272. Dance and Culture. Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as, dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Through intensive viewing and discussion, and participation in diverse traditional dances, students will have a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. Both the artistic and anthropological perspectives will be considered.

Requisite: Dance 375, the Anthropology of Dance. First semester. Hampshire College.

Dance 375b. The Anthropology of Dance. This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, secular ritual, and social organization in the development of dance is emphasized. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions, and the Americas are used as examples of the importance of dance in societies, past and present. Through dancing also, students are exposed to values embodied in dance.

Second semester. Smith College.

Dance 553a. Choreography and Music. Exploration of the relationship between music and dance with attention to the form and content of both art forms.

Requisites: Three semesters of choreography, familiarity with basic music theory, and consent of the instructor. Second semester. Omitted 1993-94. Smith College.

HIROSHI INOUE, Visiting Assistant Professor in Asian Studies (at Mount Holyoke College under the Five College Program).

Asian 122f. Intermediate Japanese (Intensive). A continuation of Elementary Japanese. Equal emphasis on speaking, listening, reading and writing modern Japanese. Approximately 350 Kanzi. Classwork is supplemented by tapes, videos and computer programs.

First semester. Mount Holyoke College.

Asian 123s. Intermediate Japanese. Continuation of Asian 122f.

Second semester. Mount Holyoke College.

Asian 351s. Seminar: Japanese Studies. A specific topic relating to Japanese Society or Literature will be chosen each semester the course is offered. All reading in Japanese.

Second semester. Mount Holyoke College.

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College).

First-Year Arabic I. See Arabic 1 for description.

First semester. Amherst College.

Asian 130f. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. Textbook: *Ahlan wa Sahlan*, Part I, by Mehdi Alosh, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad.

First semester. Mount Holyoke College.

Foreign Language 105. Elementary Arabic 1. Same description as Asian 130f.

First semester. Hampshire College.

Arabic 126. Elementary Arabic I. Same description as Asian 130f.

First semester. University of Massachusetts.

First-Year Arabic II. A continuation of Arabic 1. See Arabic 2 for description.

Second semester. Amherst College.

Asian 131s. Elementary Arabic I. Continuation of Asian 130f. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Textbook: *Ahlan wa Sahlan*, Part II, by Mehdi Alosh, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad.

Requisite: Asian 130f or consent of the instructor. Second semester. Mount Holyoke College.

Foreign Language 106. Elementary Arabic I. Same description as Asian 131s.
Second semester. Hampshire College.

Arabic 146. Elementary Arabic I. Same description as Asian 131s.
Second semester. University of Massachusetts.

Arabic 226. Elementary Arabic II. Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension, and writing skills. Textbook: *Al-Kitaab al-Asaasy*, Part 1, by Said Badawi, The Arab League Press. Computer Software: AraForm Game, The Tower Game and The Sinbad Game, by Mohammed Jiyad.

Requisite: Arabic 130 or the equivalent, or consent of the instructor. First semester. Omitted 1993-94. University of Massachusetts.

Arabic 246. Elementary Arabic II. Continuation from Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills.

Requisite: Arabic 226 or consent of the instructor. Second semester. Omitted 1993-94. University of Massachusetts.

Arabic 326. Intensive Intermediate Arabic. Lecture, recitation, introduction to defective verbs. Extensive reading, writing, aural comprehension and speaking. A proficiency-based computer program is available for students. They are expected to work at least two hours a week on this program. Text: *Intermediate Modern Standard Arabic I, II,* and *III.*

Requisite: Arabic 126, 146, 226, 246, or consent of the instructor. First semester. Omitted 1993-94. University of Massachusetts.

Arabic 346. Intensive Intermediate Arabic. A continuation of Arabic 326.
Second semester. Omitted 1993-94. University of Massachusetts.

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

Government 251a. Problems of International Security. A survey of the emerging threats to international peace and security in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World, nuclear and chemical proliferation, conventional arms trafficking, arms control and disarmament, U.N. peacekeeping, global environmental degradation, population growth, and resource scarcities. Will entail lectures by the instructor and by guest speakers. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class.

First semester. Smith College.

Political Science 397C. International Security Policy. Same description as Government 251a.

First semester. Omitted 1993-94. University of Massachusetts.

SS/NS 174. War, Revolution and Peace. A study of the causes and nature of armed conflict in the contemporary world, methods devised by the world community to prevent and terminate such conflict. Designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts, and to stimulate their interest in the search for effective peacemaking strategies. Will focus on such topics as: the legacies of the Cold War, ethnic and regional conflict in the Third World, revolutionary conflict, arms control and disarmament, U.N. peacekeeping, international mediation and conflict resolution, the role of peace movements. Will entail lectures by the instructor and by invited lecturers, as well as periodic discussion sessions. Students will be required to write one short and one long paper during the course of the semester.

Second semester. Hampshire College.

AHMET KUYAS, Assistant Professor of History (at Mount Holyoke College under the Five College Program).

History D110f. The Rise and Decline of the Ottoman Empire. The course will be a survey of 600 years of South-East European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to pre-Islanic Turkish, Islamic and Byzantine traditions and will focus on the development of various Ottoman institutions which constituted the pillars of a world-power.

First semester. Mount Holyoke College.

History 593b. The First World War and the Middle East. A detailed study of the most significant event in the shaping of the modern Middle East, the course will focus on: (1) the local tensions on the events of the War, (2) the developments during the hostilities, and (3) the reshaping of the Middle East, with special reference to imperialist designs and the claims of various nationalisms in the region. (500 level writing seminar.)

First semester. University of Massachusetts.

History 497H. History of Modern Turkey. The course will cover the period from the Young Turk Revolution of 1908 to the establishment of multi-party democracy. In addition to the study of intellectual movements, emphasis will be placed on the most significant aspects of the Kemalist Revolution: the development of secularism, the building of a national economy, and the attempt at creating a new national identity.

First semester. Omitted 1993-94. University of Massachusetts.

History 111. The Modern Middle East. A survey of the modern Middle East, including the Muslims of Russia, from the beginning of the nineteenth century to the present. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies, and present-day problems related to those responses.

Second semester. Mount Holyoke College.

History 75s. Research Seminar: Nationalism in the Middle East. See History 75s for description.

Second semester. Amherst College.

Social Science 251. Nationalism in the Middle East. Starting from the late ninteenth century this course will examine the rise of nationalist ideology in the middle east, including the Turkic-speaking peoples of the Russian empire. Special attention will be paid to the relationship between social political development and the rise of nationalism to the problems created by the advent of the new ideology, and to its role in the still persistant conflict between secularism and fundamentalism.

Second semester. Omitted 1993-94. Hampshire College.

ANTHONY LAKE, Professor in International Relations (at Mount Holyoke College under the Five College Program), is on leave in 1993-94.

Government 251a. The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Three class hours per week.

First semester. Omitted 1993-94. Smith College.

International Relations 273f. Case Studies in American Foreign Policy. See Political Science 40f for description.

First semester. Omitted 1993-94. Mount Holyoke College.

Social Science 310. Third World Revolutions. An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social and economic consequences of the revolution in succeeding years. Cases of current or incipient revolutions will then be examined.

Enrollment limited. Second semester. Omitted 1993-94. Hampshire College.

SHLOMO LEDERMAN, Assistant Professor of Hebrew (at the University of Massachusetts under the Five College Program).

Jewish Studies 101f and 102s. Elementary Modern Hebrew. A one-year elementary course in spoken and written Israeli Hebrew. Emphasis first semester will be on the development of oral proficiency and the acquisition of reading and writing skills. Second semester will include the reading and discussion of authentic Hebrew texts. Credit is not granted for the first semester only of an introductory language course.

First and second semesters. Mount Holyoke College.

Hebrew 120. Elementary Modern Hebrew II. Same description as Jewish Studies 101f.

First semester. University of Massachusetts.

Hebrew 230. Intermediate Modern Hebrew I. Continues study of modern Hebrew; increases proficiency in conversation, reading and writing skills. Adapted short stories, audiovisual aids. Written and oral exercises, language lab attendance.

Requisite: Hebrew 101, 102, or consent of the instructor. First semester. University of Massachusetts.

Hebrew 240. Intermediate Modern Hebrew II. Continuation of Hebrew 201. Further work in Hebrew conversation, grammar, reading and writing. Adapted short stories, videotapes. Class participation, written and oral exercises, language lab attendance.

Requisite: Hebrew 201 or consent of the instructor. Second semester. University of Massachusetts.

Hebrew 301. Advanced Modern Hebrew I. To improve third-year students' grammar, vocabulary, and fluency through graded readings to advanced level of reading, listening, oral, and written proficiency. A structured approach to literature.

Requisite: Hebrew 240 or equivalent, or consent of the instructor. First semester. Omitted 1993-94. University of Massachusetts.

Hebrew 302. Advanced Modern Hebrew II. For third-year students. Grammar, vocabulary, and fluency through graded readings to advanced level of reading, listening, oral, and written proficiency. A structured approach to literature.

Requisite: Hebrew 301 or equivalent, or consent of the instructor. Second semester. Omitted 1993-94. University of Massachusetts.

ELIZABETH H. D. MAZZOCCO, Visiting Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

Italian 324. A Survey of Italian Literature. Beginning with the poetry of the "scuola siciliana" and that of the "dolce stil nuovo," we will study Italian literature from the Petrarch, Boccaccio, Poliziano, Ariosto, Macchiavelli, Michelangelo, Gaspara Stampa, Goldoni, Alfieri, Foscolo, Leopardi, Verga, Pirandello, Moravia, Buzzati, Sciascia, Ginsberg and Dario Fo. Literary selections will be drawn from poetry, short stories, plays and novels. All works will be studied in their political/social/historical context, and students will follow the changing trends and movements in the history of Italian literature. There will be both a mid-term and a final; students will write several short critical papers, one research paper, and make oral presentations. In general, students should have completed Italian 110, 120, 230, 240 or equivalent. All readings/written/oral work will be in Italian.

First semester. Omitted 1993-94. University of Massachusetts.

Italian 524. Literature of the High Renaissance. This course as a whole will explore masterpieces of prose, poetry and theater from the Italian High Renaissance. We will read selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna and Gaspara Stampa. Students will compose critical essays, prepare oral presentations, and write a solid research paper on a topic chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theories and treatises associated with the intensely charged debate surrounding the *questione della lingua,* as well as selections from Renaissance Italian political thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work no studied previously. All work will be done in Italian.

First semester. University of Massachusetts.

Italian 569. Nineteenth and Twentieth Century Italian Theater. This course is open to advanced majors or graduate students. In addition to reading the works of a variety of nineteenth and twentieth century playwrights, we will stage a number of scenes and perhaps even an entire play. Authors whose works will be studied include D'Annunizio, Verga, Pirendello, De Filippo, Fo, and Rame; we will also delve into the transition from theatrical stage to opera stage and follow a play through that transition. All work will be done in

Italian; students will present oral reports, write critiques, and a final research paper in addition to a final.
Second semester. Omitted 1993-94. University of Massachusetts.

ALI MIRSEPASSI, Assistant Professor of Sociology (at Hampshire College under the Five College Program).

Social Science 235. Societies and Cultures of the Middle East. The primary purpose of the course is to facilitate cross-cultural communication and understanding by introducing students to various facets of the modern Middle East: geography, culture (language, religion, literature, and art), political systems, and economic development.
First semester. Hampshire College.

Sociology 27. Imaging the Middle East. See Sociology 27 for description.
First semester. Amherst College.

Social Science 272. Social Movements and Social Change in the Middle East. This course will introduce students to sociological analysis of social movements and examine current social movements (Islamic "fundamentalist," democratic, women's) in the Middle East as responses to the failure of secular modernism. The first segment of the course will explore different approaches and theories about the historical origins, social context, and cultural meaning of the current Islamic movement in the Middle East Relationships between socio-economic modernization and secularism and the rise of the Islamic politics will be explored through a comparative study of Egypt, Turkey, Algeria and Iran. In the final section of the course, we will examine the future social, cultural, and political trends in Middle Eastern societies. We will specifically explore the prospects for democratization (including democratization of gender relations) in the Islamic Middle East.
Second semester. Hampshire College.

Sociology 235b. Sociology and Islamic Societies. This course is designed to introduce students to social theories of religion and to make a critical examination of the relevance of these theories to understanding of Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Parsons, Berger, Geertz, Gellner, Bellah, Habermas) sociological theories will be considered. The relationship between Islam and modernity, the link between modern class formation and secular ideologies, and the evolution of civil society in the Middle East will be examined.
Second semester. Smith College.

Near Eastern Studies 391B. Critical Perspectives on the Modern Middle East. Promotes critical thinking about the Middle East by analyzing how stereotypes hinder understanding of "other" cultures and societies. Critical survey of the Middle East's image in the West as reflected in academic disciplines, media, and popular culture. Entails perspectives of religious and secular intellectuals, including women intellectuals, from the area.
First semester. Omitted 1993-94. University of Massachusetts.

Sociology 331. Religion and Revolution in Iran. This course will examine the Iranian revolution of 1978-79 as a case study in sociology of revolutionary change in the Third World. We will survey the social, political and cultural setting of the Iranian society from the late nineteenth century to the present. Particular emphasis will be placed on five areas: (1) the social and cultural aspects of social change in modern Iran; (2) the historical roots and cultural context of religious experiences and modes of religious expressions in the Shi'i Islam; (3) the relationship between state, the civil society, and the Shi'i ulama in modern Islam; (4) the origin, interpretations, and consequences of the Iranian revolution; (5) the impact of the Iranian revolution on the Islamic societies, the Third World countries and in the west.

Second semester. Omitted 1993-94. University of Massachusetts.

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Geology 591G. Analytical Geochemistry. A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry.

Requisite: Petrology or Introductory Geochemistry recommended. First semester. Omitted 1993-94. University of Massachusetts.

Geology 591M. Geochemistry of Magmatic Processes. Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis.

Requisite: Petrology and/or Introductory Geochemistry. First semester. Omitted 1993-94. University of Massachusetts.

Geology 512. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Recommended requisite: Analytical Geochemistry. Second semester. University of Massachusetts.

Geology 591V. Volcanology. A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism.

Recommended requisite: Petrology. Enrollment limited. Institutional location of class will be varied, depending on enrollment. Second semester. University of Massachusetts.

YOSHINORI SAKAKI, Visiting Assistant Professor of Japanese (at the University of Massachusetts under the Five College Program).

Japan 326. Intensive Intermediate Japanese I. Course will concentrate on the reading and analysis of literary texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. Format includes recitation and discussion. Requirements include daily quizzes and mid-term exam.

Requisite: Japan 246 or equivalent. First semester. University of Massachusetts.

Japan 430. Scientific and Technical Japanese. Introduction to the reading, comprehension, discussion and translation of scientific and technical materials using as a text: *Comprehending Technical Japanese* (Daub, Bird, & Inoue), and materials from other sources selected on the basis of need and interest of the class members. Requirements include class participation, written translations, regular quizzes.

Requisite: Japan 327 or consent of the instructor. First semester. University of Massachusetts.

Japan 327. Intensive Intermediate Japanese II. Course builds reading skills through reading and grammatical analysis of the text; builds spoken fluency by discussion of the text, through oral drills on new vocabulary and grammar, and through occasional use of video material. Emphasis is placed on building vocabulary by learning *kanji.* Requirements include regular class attendance and thorough preparation of assigned materials; weekly quizzes on vocabulary and *kanji;* oral and written tests after each lesson; take home tests during each lesson; mid-term and final examination.

Requisite: Japan 326 or consent of the instructor. Second semester. University of Massachusetts.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. Africa courses are defined as those whose content is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. Students are expected to commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses should be more advanced and more specific in focus. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an introductory historical perspective that surveys the entire African continent;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (an African language, art, folklore, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than two courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than two relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1993-94 the Amherst certificate program advisor is Professor Sean Redding of the Department of History.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement.

A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisors at Amherst who will have copies of a list of courses at all five colleges which satisfy certificate requirements, as well as Certificate Program application forms. (Such lists and forms are also available at the Five College Center.) During 1993-94, the Amherst faculty advisors will be Professors William Taubman and Ronald Tiersky. Advisors at other colleges are: Hampshire College—Benjamin Wisner; Mount Holyoke College—Vincent Ferraro; Smith College—Peter Rowe; the University of Massachusetts—James Der Derian, Peter Haas, Stephen Pelz, and M.J. Peterson.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Amherst advisor and the Five College Council.

Interested students are invited to speak to the Amherst College faculty advisor to the Certificate Program as early in their course work as possible, and preferably no later than the middle of their third year of studies. This faculty advisor will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 1993-94, the Amherst College faculty advisor is Professor Barbara Corbett of the History Department.

VI

PROFESSORSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT

Professorships

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this Professorship honors the memory of his son, Parmly Billings 1884.

Class of 1880 Professorship in Greek. Given to the College at its fiftieth reunion in 1930, this Fund was created by all living members of the Class and supports teaching in Greek language and literature.

Henry Steele Commager Professorship. Established in 1991 by Wyatt Haskell '61, Jonathan Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey 1888 Professorship of Chemistry. Established in 1952 by bequest of George H. Corey 1888.

William Nelson Cromwell Professorship of Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm, Sullivan & Cromwell.

George Lyman Crosby 1896 Professorship of Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship of Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship of Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman '04 Professorship of Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44. Eastman was Director of the U.S. Office of Defense Transportation during World War II.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in honor of Mr. Folger's mother.

Emily C. Jordon Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1897 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis '10 Professorship in Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs '46 Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of chemistry and fifteenth President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, to support a Professorship in Biblical History and Interpretation in honor of Samuel Green, also pastor of Union Church in Boston.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Samuel A. Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Samuel A. Hitchcock of Brimfield, Massachusetts, who had been a Boston merchant, and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston '15 Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision in *Brown vs. the Board of Education*, prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King '03 Professorship of Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King, President 1932-46, emeritus 1946-51.

Rufus Tyler Lincoln Professorship of Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Massachusetts Professorship of Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy '16 Professorship of American Institutions and International Relations. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, emeritus and Honorary Chairman of the Corporation 1969-1989.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill '08 Professorship of Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first President of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow 1895 Professorship in Political Science or American History. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship of Greek. Established in 1891 by bequest of John C. Newton, a Worcester building contractor, because of his affection and respect for Professor Richard Mather (Greek, sculpture).

Edward N. Ney '46 Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

James E. Ostendarp Professorship. Established in 1992 by alumni and friends of James E. Ostendarp, varsity football coach for 32 years, to honor him at his retirement. Selected biennially, the Ostendarp Professor is that faculty member deemed to exhibit distinction in his or her discipline, a commitment to all aspects of the Amherst educational experience, including intercollegiate athletics, and a continuing interest in the Amherst student after graduation.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

E. Dwight Salmon Professorship of History. Established in 1989 by Thomas H. Wyman '51, Trustee since 1976 and Chairman of the Board of Trustees since 1985, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Winthrop H. Smith '16 Professorship of American History and American Studies. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61.

Bertrand H. Snell Professorship of American Government. Established in 1960 by bequest of Bertrand H. Snell 1894.

Stone Professorship of Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Willard Long Thorp Professorship of Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, Treasurer 1895-1898, by his three sons.

L. Stanton Williams '41 Professorship. Established in 1990 by L. Stanton Williams '41, former Chairman and Chief Executive Officer of PPG Industries, to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society as well.

Samuel Williston Professorship of English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship of Greek Language and Literature. Established in 1863. Formerly known as Graves Professorship of Greek Language and Literature.

Henry Winkley Professorship in History. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Copeland Colloquium Fund. This fund was established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lectureship. The Croxton Lecture Fund was created in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed Fund is used by the Faculty Lecture Committee to pay for guest speakers invited by various departments to focus on topical issues.

The Clyde Fitch Fund. A fund was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature.

The Forry Fund in Philosophy and Science. This fund was established in 1983 by John I. Forry, Class of 1966, and Carol M. Forry. The income is used to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

The Charles H. Houston Forum. This fund was established in 1980 by Gorham L. Cross, Jr., to honor Charles H. Houston '15. The income from this fund is to be used to bring lecturers on law and social justice to Amherst.

The Victor S. Johnson Lectureship Fund. This fund was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The Corliss Lamont Lectureship for a Peaceful World. The income from this fund, established by Corliss Lamont, is to be used to support lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

The Max and Etta Lazerowitz Lectureship. This fund was established in 1985 by Professor Emeritus Morris Lazerowitz of Smith College to honor his parents. The income from this fund is used to provide for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College Faculty below the rank of full professor.

The Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished foreign speakers to Amherst.

The Everett H. Pryde Fund. This fund was established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39. Income from this fund is used to bring to the College distinguished visiting scientists, particularly graduates of the College, to lecture on selected topics in the field of chemical research; and to provide the Everett H. Pryde Research Award, to be made annually to a Senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

The George William and Kate Ellis Reynolds Lectureships. This fund, established by George W. Reynolds of the Class of 1877, provides an annual income which is divided into three equal parts to provide lectureships on Christ and Christianity, science, and American democracy.

The John Woodruff Simpson Lectureship. A fund was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood 1894, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of Junior year, and further elections occur at the end of the first semester and at Commencement time of Senior year.

President: Professor Dale E. Peterson
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 1993

Class of 1994

Karl Lee
Qi Wang
Jessica Winter Wolpaw

Class of 1993

Jessica Andors
Sheila Carol Barker
Jill Susan Bassett
Roger Warren Beebe
Catherine Jean Berglund
Thomas James Bryce
Daniel Paul Chiasson
Lisa H. Cooper
Eric Michael David
Stuart Michael Davidoff
Katherine Staten Davis
John Carl Ericson
Leighton Douglas Everhart
Melissa Sara Feuerstein
Emily Rose Giambalvo
Agnieszka Balbina Graff
Amir Reza Haghighat
Leslie Mari Hand
Clifford Steele Hinrichs
Robert Scott Hollis
Peter Osborne Holmes
Nalini Maria Jones
Melissa Shelby Kaprelian
Eric Fahy Kramer
Elizabeth Rosalia LaRocco
Cordelia Lawton
Edmund Maxwell Lee
Kelly Ann Lockmer
Michael Andrew Lord
Laurel Erin Mittenthal
Sen Linn Nagata
Laura Marie Robertson
Richard Alan Rubenstein
Anthony Shih
David Mark Silver
Gregory Samuel Smith
Jean Louise Sorabella
Maura Anne Stevenson
Emily Sun
Susanne Evelyn Swalley
Adam Somers Trotter
Toby Rachelle Unger
Lucas Ward

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Patricia B. O'Hara
Secretary-Treasurer: Professor Daniel J. Velleman

Associate Membership, Class of 1993

Pablo Daniel Balan
Catherine Jean Berglund
Lisa Anne Cameron
Amy Blacklaw Clark
Ian Harper Deane Clark
Robert Allen Cooper
Kimberly Monique Davis
Christian Carlyle Anderson Fitzgerald
Emily Rose Giambalvo
Mary Margaret Gleason
Susan Wendy Goldstine
Neil Thomas Heffernan III
Robert Scott Hollis
Autumn Marie Klein
Seoni Joanna Llanes
Jonathan Alan Miller
Cara Elizabeth Way Moretti
Sen Linn Nagata
Karen Elizabeth Perfetti
Christopher Joseph Perry
Timothy William Lord Pierce
Elise Beth Pomerance
Karen Elise Robbins
Allen Bancroft Rogel
Anastasia Rowland
Richard Alan Rubenstein
Gregory Sabatino
Sandro Santagata
Michael John Shea
Jennifer Elizabeth Shilling
Gregory Samuel Smith
Damian Nicholas Sorce
Alison Merriam Spencer
Maura Anne Stevenson
Susanne Evelyn Swalley
Kenneth Allen Tarkoff
Jeffrey Michael Trimarchi
Adam Somers Trotter
Christine Jane Truman
Sushrut Subhash Waikar
Bruno Andreas Walther
Karen Eileen Wasielewski
Kyle Nelson Yost

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

This program is currently under review. Please see the Dean of the Faculty before applying.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to Seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field of the Class of 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher of the Class of 1941 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from a fund, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to Seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to Seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg of the Class of 1911, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

> **The University of Dijon Assistantship.** This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.
>
> **Exchange Fellowship, Ecole Normale Supérieure in Paris.** This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Diane Renee Abraczinskas '88, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Marcus V. Alston '91, *John Woodruff Simpson Fellow in Law.* The National Law Center, George Washington University.

Sharon C. Anaise '92, *John Woodruff Simpson Fellow in Medicine.* Sackler School of Medicine at Tel Aviv University.

Kira Bacal '88, *Evan Carroll Commager Fellow in Oriental Studies.* University of Cambridge.

Thaddeus Gilfillan Balivet '91, *Edward Poole Lay Fellow in Missions/Intercultural Studies with Ethnomusicology.* Wheaton College Graduate School.

Shahzad Bashir '91, *George Stebbins Moses Memorial Fellow in Religious Studies (Islamics).* Yale University.

Maggie Bendicksen '88, *Amherst Memorial Fellow in Elementary Education (Master of Arts in Teaching).* Lewis and Clark College.

Gregory Joseph Bishop '90, *Benjamin Goodall Symon, Jr., Memorial Fellow in Divinity.* Gordon-Conwell Theological Seminary.

Lee Ann Bluemel '89, *George Stebbins Moses Memorial Fellow* and *Benjamin Goodall Symon, Jr., Memorial Fellow in Religion.* Harvard Divinity School.

Regina Rae Boggs '92, *John Woodruff Simpson Fellow in Medicine.* Indiana University School of Medicine.

Paul Booth '88, *Amherst Memorial Fellow in Computer Science.* University of Massachusetts.

Sumantra Bose '92, *John Woodruff Simpson Fellow in Political Science.* Columbia University.

Claire Buchwald '88, *John Woodruff Simpson Fellow in Communication.* University of California at San Diego.

Scott Reynolds Carter '92, *Forris Jewett Moore Fellow in Bio-organic Chemistry.* California Institute of Technology.

Claude Choukrane '91, *Roland Wood Fellow in Acting.* Professional Actor Training Program, University of Missouri-Kansas City.

Alexander Whipple Clague '92, *George A. Plimpton Fellow in Chemistry.* Northwestern University.

Lisa A. Cooper '92, *John Woodruff Simpson Fellow in Law.* University of Texas School of Law.

Robert Allen Cooper '93, *John Mason Clarke 1877 Fellow in Geology.* The University of Michigan.

F. Christine Costigan '87, *Forris Jewett Moore Fellow in Biology.* Yale University.

Craig Cravens '92, *Amherst Memorial Fellow in Slavic Languages and Literatures.* Princeton University.

Juliet Gage Crider '89, *John Mason Clarke 1877 Fellow in Geology.* Stanford University.

Phuong-Hue Dang '92, *John Woodruff Simpson Fellow in Public Policy.* John F. Kennedy School of Government, Harvard University.

Marvalyn Elizabeth DeCambre '91, *John Woodruff Simpson Fellow in Medicine.* University of Rochester School of Medicine and Dentistry.

Beverly A. Demeter '93, *Amherst Memorial Fellow in Social Work.* Arizona State University.

Timothy Dickey '89, *George Stebbins Moses Memorial Fellow in Sacred Music.* Gordon-Conwell Theological Seminary.

Michael Arthur Elliott '92, *Henry P. Field Fellow* and *Amherst Memorial Fellow in American Literature.* Columbia University.

Manolo J. Espinosa '91, *John Woodruff Simpson Fellow in Public Policy and International Relations.* John F. Kennedy School of Government, Harvard University.

Eugena M. Estes '91, *Roswell Dwight Higchcock Memorial Fellow* and *John Woodruff Simpson Fellow in Economics.* Princeton University.

Anthony Paul Forte '89, *Charles B. Rugg Fellow in Law.* University of Pennsylvania Law School.

Ryan Fortson '93, *George A. Plimpton Fellow in Political Science.* University of Minnesota.

Theodore Kimble Frutiger '91, *Amherst Memorial Fellow in Architecture.* Yale School of Architecture.

Dectora E. Gander '89, *Edward Poole Lay Fellow in Violin Performance.* Carnegie Mellon University.

Joshua Garrett '90, *Edward Poole Lay Fellow in French Horn Performance.* The Juilliard School.

John Michael Giggie '87, *Forris Jewett Moore Fellow in History.* Princeton University.

Daniel M. Goodman '88, *John Woodruff Simpson Fellow in Public Policy.* John F. Kennedy School of Government, Harvard University.

Andrew Gordon '89, *Edward Poole Lay Fellow in Music and Mass Communications.* University of Connecticut.

Agnieszka Graff '93, *C. Scott Porter Memorial Fellow* and *Evan Carroll Commager Fellow in English Literature and Literary Theory.* University of Cambridge.

Lucy Guerra '91, *John Woodruff Simpson Fellow in Medicine.* Mount Sinai College of Medicine.

Arlene Guerrero '93, *Amherst Memorial Fellow in Hispanic Studies.* Brown University.

Kirsten Elizabeth Hardiman '91, *Forris Jewett Moore Fellow in Neurobiology.* The University of Michigan.

Todd Herzog '91, *Amherst Memorial Fellow in German and Comparative Literatures.* The Johns Hopkins University.

Miriam Sarah Hils '90, *Rufus B. Kellogg University Fellow in German History.* Freie Universität Berlin.

Jonathan Hirsh '86, *Edward Poole Lay Fellow in Conducting.* The University of Michigan School of Music.

Robert Scott Hollis '93, *Forris Jewett Moore Fellow in Chemistry.* Harvard University.

Amanda J. Holmes '85, *Amherst Memorial Fellow in Folklore and Folklife.* University of Pennsylvania.

Peter Holmes '93, *Forris Jewett Moore Fellow in History.* University of Pennsylvania.

Lucinda A. Holt '93, *Amherst Memorial Fellow in Anthropology.* Columbia University.

Annann Hong '92, *John Woodruff Simpson Fellow in Public Health.* Columbia University.

Alain Hunkins '90, *Roland Wood Fellow in Acting.* The Professional Theater Training Program at University of Wisconsin–Milwaukee.

Phillip A. Jackson '85, *George Stebbins Moses Memorial Fellow in Ordained Ministry.* The Church Divinity School of the Pacific.

Jennifer L. Jang '91, *Amherst Memorial Fellow in American Civilization/Asian American Studies.* Brown University.

Stephen F. Kampmeier '90, *Rufus B. Kellogg University Fellow in German Literature.* Universität Leipzig.

S. Paul Kapur '90, *John Woodruff Simpson Fellow in Political Science.* University of Chicago.

Karen Minnie Kiang '92, *George A. Plimpton Fellow in Medicine.* Yale University School of Medicine.

Eleanor Lydia Kim '91, *John Woodruff Simpson Fellow in Adult Clinical Psychology.* University of Washington.

Jeffrey Alan Knight '93, *Charles B. Rugg Fellow in Law and Social Policy.* University of Chicago Law School.

Warren Kolodny '88, *Amherst Memorial Fellow in Library and Information Science.* Graduate School of Library and Information Science, University of California at Los Angeles.

Richard Anthony Kugler '92, *Amherst Memorial Fellow in Classics.* Brown University.

Adrie Suzanne Kusserow '88, *Amherst Memorial Fellow in Psychological Anthropology.* Harvard University.

Elizabeth Rosalia LaRocco '93, *Evan Carroll Commager Fellow in History of Art and Classics.* University of Cambridge.

Patricia Wing Lau '90, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Randall D. Law '91, *Amherst Memorial Fellow in Soviet History.* Georgetown University.

William W. LeCates '91, *John Woodruff Simpson Fellow in Medicine.* The Johns Hopkins University School of Medicine.

Jung H. Lee '93, *Benjamin Goodall Symon, Jr., Memorial Fellow in Religion.* Columbia University.

Maurice Lee '92, *George A. Plimpton Fellow in Medicine and Neuroscience.* University of Connecticut School of Medicine.

Mark David Lessard '89, *John Woodruff Simpson Fellow in Clinical Psychology.* University of Montana.

Natasha Lesser '90, *Amherst Memorial Fellow in Comparative Literature.* University of Iowa Comparative Literature Program.

Catherine Elizabeth Lhamon '93, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Margherita Long '89, *Amherst Memorial Fellow in Japanese Literature.* Princeton University.

Michael A. Lord '93, *Forris Jewett Moore Fellow in American Studies.* The College of William & Mary.

Jonathan F. Masoudi '90, *John Woodruff Simpson Fellow in Medicine.* Columbia University College of Physicians and Surgeons.

Thomas Newton McColl '93, *George A. Plimpton Fellow in Trumpet Performance.* Peabody Conservatory of Music.

Daniel P. McGlinchey '88, *Amherst Memorial Fellow in English/American Literature.* Boston University.

Christopher D. McKenna '87, *Amherst Memorial Fellow in American History.* The Johns Hopkins University.

Elizabeth Hazelton Mercer-Taylor '90, *John Woodruff Simpson Fellow in Public Policy.* University of California at Berkeley.

Peter Jameson Mercer-Taylor '88, *Edward Poole Lay Fellow in Musicology.* University of California at Berkeley.

Andrew Nathaniel Merickel '92, *Forris Jewett Moore Fellow in Neuroscience.* University of California at Los Angeles.

Paul Charles Milazzo '91, *Henry P. Field Fellow* and *Forris Jewett Moore Fellow in U.S. History.* University of Virginia.

Michael J. Millner '90, *Sterling P. Lamprecht Fellow in Philosophy.* University of California at Berkeley.

Laurel E. Mittenthal '93, *Amherst Memorial Fellow in Chinese History.* The Johns Hopkins University-Nanjing University Center for Chinese and American Studies.

Peter N. Nassar '91, *John Mason Clarke 1877 Fellow in Paleobiology.* Bryn Mawr College.

Nicolé D. A. Northern '93, *Amherst Memorial Fellow in Modern English Literature.* University of London Royal Holloway and Bedford New College.

Scott Paluska '90, *John Woodruff Simpson Fellow in Medicine.* The University of Michigan College of Medicine.

Hara E. Person '86, *George A. Plimpton Fellow in Rabbinical Studies.* Hebrew Union College - Jewish Institute of Religion.

Margaret Price '91, *Amherst Memorial Fellow in English.* University of Hawaii.

Sean Taylor Prigge '91, *Forris Jewett Moore Fellow in Macromolecular Biophysics.* The Johns Hopkins University.

David Vincent Quigley '88, *Forris Jewett Moore Fellow in American History.* New York University.

Angela J. Reddock '91, *John Woodruff Simpson Fellow in Law.* University of California at Los Angeles School of Law.

Wendy Rich '91, *Roland Wood Fellow in Theater.* National Shakespeare Conservatory.

Beth A. Richman '91, *John Woodruff Simpson Fellow in Education.* Harvard University Graduate School of Education.

Jeremy Rosenholtz '91, *Warner Gardner Fletcher Fellow in Teaching (Master of Arts in Teaching).* Smith College.

Dara Tomlin Rossman '93, *Amherst Memorial Fellow in English Literature.* Brandeis University.

Anastasia Rowland '93, *John Woodruff Simpson Fellow in Medicine.* Columbia University College of Physicians and Surgeons.

Joseph Rubenstein '91, *Edward Poole Lay Fellow in Music.* Yale School of Music.

Richard A. Rubenstein '93, *George A. Plimpton Fellow in Physics.* Massachusetts Institute of Technology.

Mark Camran Sadeghian '92, *Amherst Memorial Fellow in Social Thought.* Committee on Social Thought, University of Chicago.

Rebecca Patton Saybolt '87, *John Woodruff Simpson Fellow in Law.* Northeastern University School of Law.

Laura Scandrett '89, *Amherst Memorial Fellow in Studio Art.* The Meadows, Southern Methodist University.

Mathew Nelson Schmalz '87, *George A. Plimpton Fellow in History of Religions.* The Divinity School, University of Chicago.

Anita K. Schweikart '90, *John Woodruff Simpson Fellow in Medicine.* Case Western Reserve University School of Medicine.

Launa A. Schweizer '91, *Roswell Dwight Hitchcock Memorial Fellow* and *Amherst Memorial Fellow in American Culture.* The University of Michigan.

W. Anthony Sheppard '91, *Edward Poole Lay Fellow in Musicology.* Princeton University.

Lara D. Shore-Sheppard '91, *John Woodruff Simpson Fellow in Economics.* Princeton University.

Jennifer A. Signore '93, *Amherst Memorial Fellow in Slavic Languages and Literatures.* University of Chicago.

Ira Silver '91, *Amherst Memorial Fellow in Sociology.* Northwestern University.

Noah Silverman '92, *John Woodruff Simpson Fellow in Political Science.* The Johns Hopkins University.

Alexander M. Sokolowski '91, *John Woodruff Simpson Fellow in International Relations.* The Fletcher School of Law and Diplomacy.

Michael S. Spector '91, *John Woodruff Simpson Fellow in Law.* Georgetown University Law Center.

James H. Spencer '90, *Amherst Memorial Fellow in Natural Resource Management.* Yale School of Forestry and Environmental Studies.

Peter D. Stetson '92, *John Woodruff Simpson Fellow in Medicine.* Columbia University College of Physicians and Surgeons.

Sherrill Lea Stroschein '91, *John Woodruff Simpson Fellow in International Affairs.* Columbia University, School of International and Public Affairs.

Emily Sun '93, *George A. Plimpton Fellow in Comparative Literature.* Yale University.

Eric H. Sussman '91, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

Susanne E. Swalley '93, *Forris Jewett Moore Fellow in Organic Chemistry.* California Institute of Technology.

Estelle Tarica '90, *Amherst Memorial Fellow in Comparative Literature.* Cornell University.

Christine Tawa '90, *John Woodruff Simpson Fellow in Medicine.* University of Florida College of Medicine.

Andrew Thomases '90, *John Woodruff Simpson Fellow in Law.* University of Chicago Law School.

Emily Bishop Todd '90, *Amherst Memorial Fellow in English.* University of Minnesota.

Jessica Troy '92, *Edward Poole Lay Fellow in Viola Performance.* State University of New York at Stony Brook.

Jennifer L. Wales '90, *Forris Jewett Moore Fellow in Chemistry.* California Institute of Technology.

Bruno Andreas Walther '93, *John Woodruff Simpson Fellow in Evolutionary Epidemiology and Ecology.* Oxford University.

Russell James Weaver '84, *Amherst Memorial Fellow in English.* University of Minnesota.

Glenn A. Weiner '91, *John Woodruff Simpson Fellow in Law.* University of Virginia School of Law.

Heather L. Williams '89, *John Woodruff Simpson Fellow in Political Science.* Yale University.

James Andrew Woodbridge '87, *Forris Jewett Moore Fellow in Philosophy.* The University of Michigan.

Emily M. Yamada '90, *John Woodruff Simpson Fellow in Clinical Psychology.* University of Washington.

Joanne W. Yun '92, *Forris Jewett Moore Fellow in Chemistry.* Massachusetts Institute of Technology.

Matthew Jonathan Zapruder '89, *Amherst Memorial Fellow in Slavic Languages and Literatures.* University of California at Berkeley.

NATIONAL FELLOWS AND SCHOLARS

Margaret E. Diaz '93, *Watson Fellow*
Joseph Hall '91, *Mellon Fellow*
Eric F. Kramer '93, *Watson Fellow*
Sarah H. Landfield '93, *Fulbright Teaching Assistant*
Elizabeth Rosalia LaRocco '93, *Keasbey Scholar and Mellon Fellow*
Anand S. Pandian '94, *Truman Scholar*
Jean L. Sorabella '93, *Fulbright Teaching Assistant*
Emily Sun '93, *Mellon Fellow*
Abraham M. Zablocki '88, *Mellon Fellow*

AMHERST-DOSHISHA FELLOW

Thomas J. Bryce '93, Amherst House, Doshisha University, Kyoto

DEPARTMENTAL FELLOWS

Roger W. Beebe '93, *Exchange Fellow,* Ecole Normale Supérieure, Paris
Markus I. Cruse '93, *Teaching Assistant,* University of Dijon

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The recipients of awards for the previous year are stated in each case.

AMERICAN STUDIES

The Doshisha American Studies Prize—divided between *Eric Fahy Kramer '93* and *Catherine Elizabeth Lhamon '93.*

The George Rogers Taylor Prize—*David Mark Silver '93.*

ANTHROPOLOGY AND SOCIOLOGY

The Donald S. Pitkin Prize—*Anthony Eugene Wright '93.*

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize—*Shana Julia Brown '93.*

ASTRONOMY

The Porter Prize—*Jesse Boardman Bump '94.*

BIOLOGY

The Harvey Blodgett and Phi Delta Theta Scholarships—*Lisa Anne Cameron '93.*

The James R. Elster Award—*Kristi Rebecca Silber '94E.*

The Sawyer Prize—*Rajesh Ranganathan '95.*

The Oscar E. Schotté Award—divided between *Jonathan Alan Miller '93* and *Elise Beth Pomerance '93.*

The Oscar E. Schotté Scholarship Prize—*Qi Wang '94.*

The William C. Young Prize—divided between *Janet Lynn Gazley '94* and *Adam Craig Gerstein '94.*

BLACK STUDIES

The Edward Jones Prize—*Catherine Elizabeth Lhamon '93.*

CHEMISTRY

The Howard Waters Doughty Prize—*Susanne Evelyn Swalley '93.*

The Frank Fowler Dow Prize—*Amir Reza Haghighat '93.*

The Everett H. Pryde Research Award—*Susanne Evelyn Swalley '93.*

The White Prize—*Karl Lee '94.*

CLASSICS

The Anthony and Anastasia Nicolaides Award—*No award in 1992-93.*

ECONOMICS

The Bernstein Prize—*Douglas Stewart Smink '93.*

The Economics Department Junior Class Prize—*Michael Bernard Abramowicz '94.*

The Hamilton Prize
Spring 1992—*Cecil David Alexander Hahn '94.*
Fall 1992—*Damien Francis Sheehan-Connor '95.*

The James R. Nelson Memorial Award—*Leighton Douglas Everhart '93.*

The James R. Nelson Prize—*Matias Felix Barenstein '93.*

ENGLISH

The Academy of American Poets Prize—divided between *Robert Go '95* and *Ryan Daniel Schetelick '93.*

The Armstrong Prize—divided between *Kirun Kapur '96* and *Lauren Anne Whitehurst '96.*

The Collin Armstrong Poetry Prize—divided between *Julia Anne Foster '95* and *Gregory Steven Moss '94.*

The Elizabeth Bruss Prize—divided between *Agnieszka Balbina Graff '93E* and *Emily Sun '93.*

The Corbin Prize—*No award in 1992-93.*

The G. Armour Craig Award for Prose Composition—*Nalini Maria Jones '93.*

The Peter Burnett Howe Prize—divided between *Anne Anh-Thu Thi Ha '93* and *Jill Patricia Martyn '93.*

The Rolfe Humphries Poetry Prize—*Peter Osborne Holmes '93.*

The Harry Richmond Hunter, Jr. Prize—*Jay Madhu Vithalani '95.*

The James Charlton Knox Prize—divided between *Daniel Paul Chiasson '93* and *Agnieszka Balbina Graff '93E.*

The MacArthur-Leithauser Travel Award—divided between *Jay Madhu Vithalani '95* and *Kai Ashante Wilson '95.*

The Ralph Waldo Rice Prize—divided between *Jessica Andors '93* and *Maria Lyn Barcelo '93.*

The Stephen E. Whicher Prize—*Daniel Paul Chiasson '93.*

FINE ARTS

The Hasse Prize—*Margaret Eleanor Diaz '93.*

The Anna Baker Heap Prize—divided between *Rick Anthony Lopez '93* and *Jean Louise Sorabella '93.*

The Athanasios Demetrios Skouras Prize—*Martha Mason Ells '93.*

The Wise Fine Arts Award—*Bodhi Joseph Fishman '93.*

The Associates of Fine Arts Summer Fellowships in the History of Art—divided between *James Paul Confalone '94* and *Alison Jean Frane '94.*

The Associates of Fine Arts Summer Fellowships in Museum Studies—*Patricia Anne Henriques '94.*

FRENCH

The Jeffrey J. Carre Award—divided between *Marcelle Baaklini '95* and *Martha Rodgers Gove '95.*

The Frederick King Turgeon Prize—divided between *Nathaniel Jeremy Klipper '93E* and *Matthew Joseph Gray '93.*

GEOLOGY

The Richard M. Foose Scholarship Prize—divided among *Pascual Horacio Benito '94, Wendy Lee Cunningham '95, Joshua Nathaniel Distler '93, Elizabeth Noreen Doyle '94, Kristopher Edwin Kerry '95, Joshua Fan King '95,* and *Laeben Cola Lester '95.*

The Walter F. Pond Prize—*Emily Rose Giambalvo '93.*

The David F. Quinn Memorial Award—*Robert Allen Cooper '93.*

The Warren Stearns Prize—*Douglas Edward Norry '94.*

GERMAN

The Consulate General Prize for Academic Achievement—*Emily Sun '93.*

The Consulate General Prize for German Studies—*Timothy Heyn Mummers '93.*

GREEK

The William C. Collar Prize—*Joseph David Hill '96.*

The Hutchins Prize—*Melissa Shelby Kaprelian '93.*

HISTORY

The Asa J. Davis Prize—*No award in 1992-93.*

The Alfred F. Havighurst Prize—divided between *Eliza Kate Johnson '93* and *David Matthew Nielsen Longshore '93.*

JOURNALISM

The Samuel Bowles Prize—*Eric Fahy Kramer '93.*

LATIN

The Bertram Prizes
First—*Daniel Paul Chiasson '93.*
Second—*Bibie Wu '93.*

The Billings Prizes
First—*Sarah Rose Rodman '95.*
Second—*John Joseph Delionado, Jr. '95.*

The Freshman Crowell Prizes
First—*Joshua Aaron Klein '96.*
Second—*Kelly Anne Curtin '96.*

The Junior Crowell Prizes
First—*Jason Black Parnell '94.*
Second—*Brooke Jones Heidenreich '94.*

The Dr. Ernest D. Daniels Latin Prize—*Joanna Laura Alexander '93.*

MATHEMATICS

The Robert H. Breusch Prize—*Susan Wendy Goldstine '93.*

The Freshman Walker Prizes
First—*Dengda Tang '96.*
Second—*Lawrence Vernon Snyder '96.*

The Sophomore Walker Prizes
First—*Steven Jacob Daskal '95.*
Second—divided between *Jonathan Lum Chin '95* and *Amanda Mildred Holland-Minkley '95.*

MUSIC

The Sylvia and Irving Lerner Piano Prize—*Matthew Anderson Dane '93.*

The Mishkin Prize—divided among *Laura Linson Atwood '93, Eric David Baum '93,* and *Mary Helena Kalil '93.*

The Lincoln Lowell Russell Prize—divided between *Catherine Jean Berglund '93* and *John Carl Ericson '93.*

The Eric Edward Sundquist Prize—*Thomas Paul Lee '93.*

NEUROSCIENCE

The James Olds Memorial Neuroscience Award—divided between *Wael Farouk Asaad '93* and *Sushrut Subhash Waikar '93.*

PHILOSOPHY

The Gail Kennedy Memorial Prize—divided among *Rachel Amanda Giuliano '93, Kyle Stefan Johnson '93,* and *Sean Greenberg '94E.*

PHYSICS

The Bassett Physics Prizes—First and second prizes combined and divided between *Karl Lee '94* and *David Russell Smith '95.*

The William Warren Stifler Prize—divided between *Richard Alan Rubenstein '93* and *Gregory Samuel Smith '93.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science—*Hardy Ryan Fortson '93.*

PUBLIC SPEAKING

The Bancroft Prizes
First—*Kevin Patrick Leech '93.*
Second—*David Lory Jarman '93.*

The Gilbert Prize—*Ramya Swaminathan '94.*

The Hardy Prizes
First—*Adam Craig Bonin '94.*
Second—*Amalia Christine Lorentz '96.*

The Kellogg Prizes—divided between *Charlton Chester Copeland '96* and *Lisa Doggett '95.*

The Rogers Prize—*Jon Sterling Drumwright '94.*

RELIGION

The Moseley Prizes
First—*Katherine Staten Davis '93.*
Second—*No award in 1992-93.*

RUSSIAN

The Carol Prize in Russian—*Jennifer Allison Signore '93.*

The Mikhail Schweitzer Memorial Book Award—divided between *Leslie Mari Hand '93* and *Melissa Sara Feuerstein '93.*

SPANISH

The Pedro Grases Prize for Excellence in Spanish—*Rebecca Bergstrom Johnson '93.*

THEATER AND DANCE

The Raymond Keith Bryant Prize—divided between *Lisa Lynn Biggs '93* and *Michael Christopher Medori '95.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*John Carl Ericson '93.*

The Samuel Walley Brown Scholarship—divided between *Owen Johnson Stearns '94* and *Molly Anne Wanner '94.*

The Charles W. Cole Scholarship—*Karl Lee '94.*

The Obed Finch Slingerland Memorial Prize—*Richard Franklin Lawson, Jr. '93.*

The John Sumner Runnels Memorial—*Anibal David Martinez '94.*

The Charles Hamilton Houston Fellowship—*Anthony Eugene Wright '93.*

The Amherst "R" Committee Award—*Mary Kay Lanthier '93.*

The Psi Upsilon Prize—divided between *William Martin Bachman '93* and *Megan Ann Eileen Carr '93.*

The Woods-Travis Prize—*Emily Sun '93.*

OTHER PRIZES

The Ashley Memorial Trophy—*Jordan Christopher Hayslip '94.*

The Computer Center Prize—divided between *Austin Constantine Bliss '93* and *Timothy William Lord Pierce '93E.*

The Friends of the Amherst College Library Prizes
First—*Kathleen Sarah Neaves '93.*
Second—*Kevin Gray Carr '96.*
Third—*No award in 1992-93.*

The M. Abbott Van Nostrand Prize—*Alissa Maya Goldman '94.*

The Manstein Family Award—*Douglas Stewart Smink '93.*

The Howard Hill Mossman Trophy—*Douglas Stewart Smink '93.*

The Gordon B. Perry Memorial Award—*Stefanie K. Duff '96.*

The Sphinx Spoon—*Robert Allen Cooper '93.*

The Stonewall Prize—*Christopher Mason Johnson '95.*

The Eugene S. Wilson Award—divided between *Elisa Maria Pimentel '93* and *Nicolas David Zerbib '93.*

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 1992)

UNITED STATES

New York	315	Missouri	18
Massachusetts	203	Arizona	18
California	143	Vermont	17
Pennsylvania	84	Rhode Island	13
Connecticut	74	North Carolina	11
New Jersey	66	Georgia	11
Maryland	56	Wisconsin	10
Florida	51	Puerto Rico	8
Illinois	50	South Carolina	7
Texas	46	Kentucky	7
Virginia	40	Iowa	6
Ohio	38	Indiana	6
District of Columbia	28	New Mexico	6
Maine	27	Kansas	5
Washington	25	Tennessee	5
Oregon	25	Louisiana	5
Colorado	23	Alabama	5
Michigan	21	Hawaii	5
New Hampshire	20	Delaware	4
Minnesota	18	Alaska	4

Oklahoma	3
West Virginia	3
Idaho	3
Montana	3
Nebraska	2
Arkansas	1
Virgin Islands	1
Utah	1
Mississippi	1
Total	1,542

NON-USA

Japan	6
India	6
Canada	5
France	5
England	3
Germany	3
China	3
Korea	3
Honduras	2
Hong Kong	2
Malaysia	2
U.S.S.R.	2
Poland	2
Sweden	2
Phillipines	1
Argentina	1
Bangladesh	1
Indonesia	1
Jamaica	1
Austria	1
Cyprus	1
Kenya	1
Nepal	1
Portugal	1
South Africa	1
Taiwan	1
Thailand	1
Switzerland	1
Turkey	1
Total	61
Grand Total	1,603

SUMMARY OF ENROLLMENT 1992*

Seniors, Class of 1993	424
Juniors, Class of 1994	329
Sophomores, Class of 1995	434
Freshman, Class of 1996	394
Subtotal	1,581

Full Time	14
Part Time	0
Subtotal	1,595
Special Students	
Full Time	0
Part Time	8
Grand Total	1,603

*Not included are the 122 students who are on leaves of absence away from Amherst as of the first semester, 1992-93.

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Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

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